DOCUMENT RESUME

ED 347 500 CS 010 760

TITLE	Teaching Reading and Writing to Special Students. Special Collection Number 9.
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	91
CONTRACT	RI88062001
NOTE	76p.; Also published by EDINFO Press, Bloomington, IN.
AVAILABLE FROM	ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
PUB TYPE	Information Analyses - ERIC Clearinghouse Products (071) -- Collected Works - General (020)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Computer Uses in Education; Elementary Secondary Education; *English (Second Language); *Gifted; Higher Education; *Learning Disabilities; Reading Aloud to Others; Reading Diagnosis; *Reading Instruction; *Writing Instruction
IDENTIFIERS	ERIC Digests

ABSTRACT

This ERIC/RCS Special Collection contains 10 or more digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on teaching reading and writing to "special students" (gifted students, students with learning disabilities or physical handicaps, and those who are learning English as a second language). The special collection also deals with the issues of grouping for reading instruction, reading aloud to students, using computers with special students, and reading assessment. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED347500

TEACHING READING AND WRITING TO SPECIAL STUDENTS

CS010760

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ERIC
Clearinghouse on Reading and Communication Skills

EDINFO PRESS

BEST COPY AVAILABLE

Teaching Reading and Writing to Special Students

EDINFO Education Information Press

in cooperation with

ERIC Clearinghouse on Reading and Communication Skills

Published 1991 by:
EDINFO
Carl B. Smith, Director
Smith Research Center, Suite 150
2805 East 10th Street
Indiana University
Bloomington, Indiana 47408-2698
in cooperation with
ERIC Clearinghouse on Reading and Communication Skills
Carl B. Smith, Director

ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

This publication was prepared with partial funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Acknowledgements

We want to acknowledge the valuable contributions of several of the ERIC/RCS professional staff: Nola Aiex, *Digest* Editor; Michael Shermis, *FAST Bib* Editor; Warren Lewis, Assistant Director, Publications; and Carolyn McGowen, Office Coordinator.

Table of Contents

Introduction . . . . . v-ix

Digests 1-3

Remedial Reading:
Some Caveats When Applying Two Trends in Diagnosis 1-3

FAST Bibs 5-58

Introduction 5

Cooperative Learning and Reading 7-9

Reading Aloud to Students 11-13

At-Risk Students in Reading 15-18

Learning Disabilities and Reading 19-22

Remedial Reading 23-26

Post-Secondary Developmental Reading 27-30

Eye Movements and the Reading Process 31-34

Strategies to Help Dyslexic Students 35-38

Writing Apprehension 39-42

Reading Assessment in Elementary Education 43-46

Gifted Students and Reading 47-50

Ability Grouping in Reading Instruction: Research and Alternatives . 51-54

Word Processing and Writing Instruction for Students
with Special Needs 55-58

A Profile 59-60

Computer Search Service 61-62

ERIC in Print 63-64

Submitting Material to ERIC/RCS 65-66

Books Available from ERIC/RCS 67-69

Order Form 70

ERIC/RCS Special Collection 9: Special Students

What Are ERIC/RCS Special Collections?

Each *ERIC/RCS Special Collection* contains ten or more *Digests* and *FAST Bibs* offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC *Digests* are brief syntheses of the research that has been done on a specific topic. *FAST Bibs* (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both *Digests* and *FAST Bibs* provide up-to-date information in an accessible format.

Our *Special Collections* are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The *Digests* may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the *FAST Bibs* may be used as the start of a more extensive look at what is available in the ERIC database on a subject of interest.

SPECIAL STUDENTS

The focus of this *Special Collection* is "special students"—their particular needs, and instructional strategies that may be used by their teachers. Special students, of course, come in all shapes and sizes; the term includes those with unusual talents as well as those who have learning disabilities or physical handicaps and those who are learning English as a second language. The materials in this collection cut across grade and age levels.

Gifted Students and Reading and Writing

Exceptionally talented students present special challenges to the language arts teacher. Can any generalizations be made about the type of instruction that is best suited to the needs of the gifted? Included in this collection is a bibliography that was compiled by Ruth Eppele, *Gifted Students and Reading*. Eppele presents resources available in the ERIC database on material selection, challenging types of instruction, suggestions for working with media specialists and other school personnel, and suggestions for parents.

In a book available from ERIC/RCS, *Language Arts for Gifted Middle School Students*, Susan J. Davis and Jerry L. Johns supply challenging lessons in several different areas: communication skills, literature, mass media, theater arts, reading, and writing. Other ERIC/RCS books with instructional strategies useful for gifted and talented students include *Critical Thinking, Reading, and Writing*, by Mary Morgan and Michael Shermis; *A High School Student's Bill of Rights*, by Stephen Gottlieb; *Writing Exercises for High School Students*, by Barbara Vultaggio; and *Teaching the Novel*, by Becky Alano.

Remedial and Developmental Reading

Roy Kress, in a *Digest* entitled *Remedial Reading: Some Caveats When Applying Two Trends in Diagnosis*, discusses the use of informal reading inventories (IRIs) and computerized reading diagnosis. He suggests ways to overcome the limitations of IRIs and some cautions with respect to currently-available computerized instruments for reading diagnosis. *FAST Bib* No. 44, *Remedial Reading*, by Jerry Johns and Joelle Schlesinger, includes a list of sources that focus on recent research and strategies for teaching readers who need special assistance.

Jerry Johns and Sandy Krickeberg have assembled a number of useful resources in a bibliography entitled *Post-Secondary Developmental Reading*. The references pertain to research about college reading, the reading process itself, and strategies for instruction. Also included are sources containing discussions of specific content-area study skills and the particular special needs of certain categories of students.

Another bibliography by Johns and Krickeberg, *Learning Disabilities and Reading*, contains citations to sources that provide an overview of reading and research on learning disabilities. They make suggestions for strategies for teaching reading to LD students.

Dyslexic Students

Some students exhibit symptoms of a particular reading disability or syndrome called *dyslexia*. These students have specific difficulties in learning to read; many also have problems with writing, spelling, and working with numbers. *FAST Bib* No. 37, *Strategies to Help Dyslexic Students*, was compiled by Michael Shermis. It is divided into three sections: Overview, Instructional Strategies, and Research.

At-Risk Students

Students who are at risk of failure—sometimes for reasons that have more to do with the home or school environment than with lack of ability—present a special challenge to educators. In many cases, appropriate intervention can prevent failure and its attendant consequences for the student's self-concept. Jerry Johns and Joann Desmond have assembled a bibliography entitled *At-Risk Students in Reading*. Several resources refer specifically to Reading Recovery Programs; others discuss the importance of early intenrvention, to make later remediation unnecessary.

Grouping for Reading Instruction

For many years, the standard practice in reading classrooms was to have three (or more) reading groups with whom the teacher met in rotation. Often they were called by names that left little doubt about the readers' ranks: "Cardinals," "Robins," and "Buzzards." Over the past few years, this practice has been challenged, and across the country a variety of techniques for reading instruction are being tried. One of the annotated bibliographies in this collection (*FAST Bib* No. 21, *Ability Grouping in Reading Instruction: Research and Alternatives*, by Mary Morgan) contains a list of some of the papers describing research in this area, and also those discussing alternatives to long-term ability grouping—e.g., short-term instructional groupings and other arrangements. Another bibliography is a collection of sources whose authors discuss cooperative learning as a method of developing reading skills (*Cooperative Learning and Reading*, by Jerry Johns, Carol J. Fuhler, and Claudia M. Furman, *FAST Bib* No. 58). One section is devoted to "Special Populations."

Reading Aloud to Students

Recent research has underscored the importance of what many parents and teachers have been doing with young children for a long time—reading aloud and talking about the stories being read and listened to. People are now realizing that reading aloud is beneficial for older students as well, even those who read well on their own. Even grownups enjoy being read to! Teachers, as well as parents, are being encouraged to read aloud. It's a good idea for children to read aloud to other children and to their parents, too.

Developing positive attitudes toward reading is just one of the benefits of reading aloud. It also provides opportunities for teachers and parents to introduce students to literature that they might not read for themselves, and it encourages language and vocabulary development. Discussions often arise quite naturally from the shared experience of hearing a passage, or an entire book, read aloud. Reading aloud can also provide a stimulus for writing and further silent reading. An annotated bibliography on this topic is part of this collection (*FAST Bib* No. 49, *Reading Aloud to Students*, by Jerry Johns and Joelle Schlesinger).

Family Involvement

Parents, we all know, play an extremely important role in their children's education. While this is true for all students, it may be particularly true in the case of special students, who often need extra encouragement. School districts, recognizing the important role that parents play, generally make special arrangements so that parents will be included in the formulation of individualized educational plans for their children.

Many books provide suggestions for parents: lists of books (for reading aloud or recommending to children and adolescents), community resources, and activities to undertake with children and adolescents. However, many of the parents most in need of this information do not consult books available in bookstores or the public library. A series of booklets for parents, published and distributed cooperatively by ERIC/RCS and the International Reading Association, is a fund of information in an easy-to-read, user-friendly format. (See the list below for titles of interest.)

The Family Literacy Center at Indiana University has developed a monthly audio magazine called *Parents and Children Together*. It contains suggestions and information for parents, on a different theme each month, and read-along stories for parents and children to enjoy together. You may obtain more information on this program by writing the Family Literacy Center, Smith Research Center 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698, or by calling 812-855-5847.

Using Computers with Special Students

What impact does the use of computers have on the teaching of reading and writing? May word processing programs be used effectively to improve writing instruction for students with special needs? Can computers help students to be better writers and readers? *FAST Bib* No. 11, *Word Processing and Writing Instruction for Students with Special Needs*, and the book *Computers in English/ Language Arts*, by Sharon Sorenson—available from ERIC/RCS—may both be helpful in answering these questions.

Reading Assessment

Over the past few years, people have become increasingly concerned about assessment in reading. Is the assessment that is being carried out producing valid and reliable measures of reading comprehension and fluency? Or are the tests themselves changing the emphasis of what is taught in a way that is detrimental to learners? What about informal assessment, such as the use of portfolios? One of the bibliographies in this collection is entitled *Reading Assessment in Elementary Education*, by Roger Sensenbaugh. The references are categorized into sections that include standardized tests, alternative measures, informal reading inventories, and special ways to assess the reading of learning disabled children.

Available from ERIC/RCS is a book that contains the proceedings of a symposium held at Indiana University (cosponsored by this clearinghouse and Phi Delta Kappa): *Alternative Assessment of Performance in the Language Arts*. Many different viewpoints are represented in the volume, and thus a broad spectrum of the kinds of questions that are being asked in this field.

Other Issues

Other materials in this collection deal with the issues of writing apprehension and eye movements in reading. Our intention is to help you become more familiar with some of the issues and research regarding special students. We hope you will find this *Special Collection* useful.

More Information from the ERIC Database

In addition to the citations in the *Digests* and *FAST Bibs* included in this collection, other resources may be found by searching the ERIC database. A few of the terms that would be useful in a search are these: Exceptional-Persons, Gifted-, Mental-Retardation, Developmental-Disabilities, Learning-Problems, and Special-Needs-Students. These terms must be combined with specific educational-level terms to limit the terms to the level you wish. If you need help with a search, please contact User Services at ERIC/RCS (812-855-5847), or at the clearinghouse listed below.

You May Contact Another ERIC Clearinghouse

The ERIC Clearinghouse on Reading and Communication Skills deals with reading and other communication skills among all sorts of learners, including "special students." However, the ERIC system has a clearinghouse that specializes in handicapped and gifted children. Please contact it for further information.

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589

Telephone: (703) 620-3660

Materials Available from the ERIC/RCS Clearinghouse:

These materials may be of interest to you:

For Teachers:

Working with Special Students in English/Language Arts,
by Sharon Sorenson

Remedial Reading for Elementary School Students,
by Carolyn Smith McGowen

Language Arts for Gifted Middle School Students,
by Susan J. Davis and Jerry L. Johns

Critical Thinking, Reading, and Writing,
by Mary Morgan and Michael Shermis

Writing Exercises for High School Students,
by Barbara Vultaggio

A High School Student's Bill of Rights,
by Stephen Gottlieb

Teaching the Novel,
by Becky Alano

Peer Teaching and Collaborative Learning in the Language Arts,
by Elizabeth McAllister

Computers in English/Language Arts,
by Sharon Sorenson

Reading Strategies for the Primary Grades,
by Kim and Claudia Kätz

For Teachers and Administrators:

Alternative Assessment of Performance in the Language Arts,
edited by Carl B. Smith

For Parents:

101 Ideas to Help Your Child Learn to Read and Write,
by Mary and Richard Behm

Helping Your Child Become a Reader,
by Nancy L. Roser

Beginning Literacy and Your Child,
by Steven B. and Linda R. Silvern

How Can I Prepare My Young Child for Reading,
by Paula C. Grinnell

Creating Readers and Writers,
by Susan Mandel Glazer

You Can Help Your Young Child with Writing,
by Marcia Baghban

Your Child's Vision Is Important,
by Caroline Beverstock

Encouraging Your Junior High Student to Read,
by John Shefelbine

You Can Encourage Your High School Student to Read,
by Jamie Myers

For Parents and Children:

Parents and Children Together—This monthly audio journal (magazine plus audio cassette) is for children, ages 4 to 10, and their parents. Each issue contains suggestions and information for parents, and read-along stories for parents and children to enjoy together.

To order any of these books, please use the form at the end of this collection.

Ellie Macfarlane, ERIC/RCS Associate Director
Series Editor, Special Collections

ERIC Digest

Clearinghouse on Reading and Communication Skills CS-06-88

Indiana University
2805 E. 10th St., Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

Remedial Reading: Some Caveats When Applying Two Trends in Diagnosis

by Roy Kress, Professor Emeritus, Temple University

Among the trends that have emerged in recent years to help diagnose the remedial reader are some which—applied with caution—may be of reasonable value to the clinician and the teacher. One of these trends has been the promotion of informal assessments, and an accompanying plethora of commercial informal reading inventories (IRIs). These instruments are designed to replace any that might be made by the teachers and clinicians who use them, and thus they should be examined carefully in terms of how well they serve teaching and clinical needs.

Customizing IRIs to Minimize Their Limitations

Klesius and Homan (1985) responded to the emerging prominence of these instruments by suggesting ways that their reliability and validity could be improved by the teachers and clinicians using them. They recommended tape recording the student reading and his or her responses to questions so that they can be reviewed. In this way, all miscues can be identified and responses to comprehension questions can be carefully considered. Klesius and Homan recommended that items which could be answered without reading the passage be eliminated, that possible appropriate answers one's students give—but which are not listed in the inventory's directions—be added, and that questions which appear to be worded too awkwardly for the child being tested to grasp be reworded.

Klesius and Homan advised that only overall comprehension scores be used and that subskill scores based on just a few items should not be analyzed or used. They would place more emphasis on comprehension, however, than on miscue analysis and recommended watching for signs of frustration, no matter how well a student performs on the inventory.

It is highly impractical to expect either IRIs or "standard reading inventories" developed recently or even in the future to respond to *all* the many criticisms of reading tests, as Henk (1987) seems to think they can. But many IRI instruments now published do seem quite limited. Some assess only oral reading and miscue analysis, while the more comprehensive ones measure oral and silent reading comprehension and word recognition, both in isolation and in written context.

Only those IRIs accompanying basals tend to reflect the original concept of the IRI, which assesses a child's reading behavior in the materials actually used in his or her classroom instructional program. None provides the opportunity to observe how the reader goes about comprehending the information presented or how special textbook features, such as the table of contents, the glossary or index, pictorial material and graphs, a pronunciation guide, etc. are used.

The skills learned by the teacher in choosing the selections for an IRI and in constructing and revising the questions to be used are lost when published IRIs are used instead of teacher-designed instruments. The experience of constructing an IRI, which should be a part of preservice and inservice programs, trains teachers and clinicians alike to be more accurate observers of reading behavior.

Several studies reported in the ERIC database express concern about the inconsistent results yielded by published IRIs when they are compared

Roy A. Kress is well known for his work in remedial reading. He is a member of the Reading Hall of Fame, an honorary international organization of professionals who have made significant contributions to the field of reading and literacy.

to each other (Newcomer, 1985) or to standardized instruments such as the *Durrell Analysis of Reading Difficulty* (Nolen and Lam, 1981).

Using IRIs to Select Instructional Materials

IRIs are frequently used to place readers in materials of appropriate difficulty, and thus readability issues are relevant to the use of the assessments. Some studies report that acting on the results of an IRI will lead to placement in reading materials that are significantly less difficult than those particular standardized tests would recommend. To some reading specialists, it is harmful to place children in unnecessarily low reading groups (Eldredge and Butterfield, 1984). Powell (1982) describes a method that responds to this concern. Teaching and diagnosis begin together with a lesson that develops motivation, background, vocabulary assistance, and purpose-setting for a particular text. Then the student reads the text aloud and the teacher records miscues for analysis. This procedure operates as a kind of IRI that identifies what Powell calls "the emergent reading level"—what the student can read *with instruction.*

Cadenhead (1987) suggests that gearing instruction to "reading levels" is relying on a myth that thwarts the challenge that more advanced material can evoke in children. Doing so, he contends, eliminates a "reasonable balance between success and challenge for the learner." While many of his arguments are quite valid for the achieving reader, they are inappropriate for the child who is a remedial reader and has experienced repeated doses of failure with printed material. Many experienced teachers and clinicians are aware of the need to follow the policy of identifying materials that will insure success when the remedial reader attempts to process text (e.g., Forell, 1985).

Some published IRIs include materials and strategies built into the diagnostic procedure, and these lead the teacher or clinician to use them with a problem reader before the result of the test can determine the inventory's specific recommendations for remediation. Some of these varied approaches are based on a contention that children will learn more readily when instruction is geared to modal preferences they may have. The seemingly logical assumption is reoccurring in the literature; but it appears to be as far from being substantiated as it was in 1972, when Robinson demonstrated that instructional emphases matching modal preferences do not appear to improve learning.

Recognizing the Limitations of Computerized Diagnosis

Another trend in reading diagnosis may limit the sensitivity of a clinician's or teacher's analysis of individual student needs. Accompanying many published diagnostic instruments are computer software programs that eliminate the need of the test administrator to truly examine the data. The computer can thus be used to analyze a student's performance and to produce several printout pages of the objective results, interpretations of them, and recommendations based on them—a service that must by necessity be based on some arbitrarily selected standards of performance—if not a norming procedure. Colbourn (1982) describes an early protocol of such a program developed by comparing diagnostic reports written by both humans and machines.

Even at its best, such a computer analysis cannot match the essential benefits of an IRI—its ability to individualize the diagnosis of a reader. It should be obvious that computer scoring limits the opportunity of the clinician or teacher to become ever more sensitive to how particular signs of reading behavior relate to potentially effective remediation.

Many of the diagnostic instruments which provide computerized scoring, are themselves administered by computer. Branching computer software has the ability to offer a significantly larger number of packaged items individually to the student who finds a particular subskill difficult, increasing the reliability of that subscore. The information produced by such instruments would be of value as a *part of* the collection of data that clinicians and teachers consider in placement and other instructional decisions; it is difficult to see how they can ever become the single—or even major—informant of such decisions, however.

Incorporating Computerized Data into Insightful Clinical Probing

Computerized diagnoses can now assess only the simplest aspects of comprehension, and that is almost invariably done with multiple-choice items. An in-depth assessment of comprehension can be made only through careful probing of the reader's understanding. This demands a face-to-face questioning situation. Such inventories cannot yet analyze miscues; nor can they analyze or evaluate responses to open-ended comprehension items. And certainly they cannot note the frustration or deliberation that Klesius and Homan argue is indicative of material that is too difficult even when students answer the accompanying questions cor-

rectly. The ability of these computer-driven instruments to diagnose the problems of individual readers is limited to analyses based on responses to a very fixed set of questions.

Teachers and clinicians need to make use of many tools to guide their decisions, and published diagnoses accompanied by computer software are among them. It is, nonetheless, important to remain aware that—at its best—diagnosis is a dynamic, insightful process, replete with delicate clinical probing of children's responses that cannot be replicated by a computer.

Precise assessment of a reader's strategies for handling printed material is in the realm of the trained diagnostician. It can be obtained only through careful observation of reading behavior and detailed analysis of the resultant understanding. A diagnostically oriented directed reading activity or the use of an individual informal reading inventory is a prerequisite.

References

Cadenhead, Kenneth. "Reading Level: A Metaphor That Shapes Practice," *Phi Delta Kappan, 68* (6), February 1987, pp. 436-441.

Colbourn, Marlene Jones. *Computer-guided Diagnosis of Learning Disabilities: A Prototype*. Master's Thesis, University of Saskatchewan, Canada: 1982. 203pp. [ED 222 032]

Eldredge, J. Lloyd, and Butterfield, Dennie. "Sacred Cows Make Good Hamburger." A report on a reading research project titled "Testing the sacred cows in reading," 1984. 93pp. [ED 255 861]

Forell, Elizabeth R. "The Case for Conservative Reader Placement," *Reading Teacher, 38* (9), May 1985, pp. 857-862.

Henk, William A. "Reading Assessments of the Future: Toward Precision Diagnosis," *Reading Teacher, 40* (9), May 1987, pp. 860-870.

Klesius, Janell P., and Homan, Susan P. "A Validity and Reliability Update on the Informal Reading Inventory with Suggestions for Improvement," *Journal of Learning Disabilities, 18* (2), February 1985, pp. 71-76.

Newcomer, Phyllis L. "A Comparison of Two Published Reading Inventories," *Remedial and Special Education (RASE),* 6 (1), January-February 1985, pp. 31-36.

Nolen, Patricia A., and Lam, Tony C. M. "A Comparison of IRI and *Durrell Analysis of Reading Difficulty* Reading Levels in Clinical Assessment," [1981].

Powell, William R. "The Emergent Reading Level: A New Concept." Paper presented at the Annual Southeastern Regional Conference of the International Reading Association, 1982. 17 pp. [ED 233 334]

Robinson, Helen M. "Visual and Auditory Modalities Related to Methods for Beginning Reading," *Reading Research Quarterly, 8* (1), Fall 1972, pp. 7-39.

Introduction to FAST Bibs

Two types of citations are included in this bibliography—citations to ERIC documents and citations to journal articles. The distinction between the two is important only if you are interested in obtaining the full text of any of these items. To obtain the full text of ERIC documents, you will need the ED number given in square brackets following the citation. For approximately 98% of the ERIC documents, the full text can be found in the ERIC microfiche collection. This collection is available in over 800 libraries across the country. Alternatively, you may prefer to order your own copy of the document from the ERIC Document Reproduction Service (EDRS). You can contact EDRS by writing to 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, or by telephoning them at (800) 443-ERIC (3742) or (703) 440-1400. For those few ERIC documents which are not available by these means, information regarding their availability is provided in the square brackets.

Full text copies of journal articles are not available in the ERIC microfiche collection or through EDRS. Articles can be acquired most economically from library collections or through interlibrary loan. Articles from some journals are also available through University Microfilms International at (800) 732-0616 or through the Original Article Tearsheet Service of the Institute for Scientific Information at (800) 523-1850.

ERIC®

Focused Access to Selected Topics No. 58
a FAST Bib by the
Clearinghouse on Reading and Communication

Cooperative Learning and Reading

by Jerry Johns, Carol J. Fuhler, and Claudia M. Furman

Research and practice strongly support cooperative learning as an effective method of developing reading ability across the curriculum. This bibliography is organized into six sections: (1) Overview, (2) Research, (3) Elementary Applications, (4) Secondary Applications, (5) Content Area Applications, and (6) Special Populations. The entries in these sections should help teachers understand the effectiveness of teaching through cooperative groups as well as specific styles of cooperative learning for various content areas and grade levels.

Overview

Brown, Ann L.; Palincsar, Annemarie S. *Guided Cooperative Learning and Individual Knowledge Acquisition.* Technical Report No. 372. 1986. 116p. [ED 270 738]

Examines how cooperative learning can influence individual knowledge acquisition. Reviews theoretical claims concerning a variety of group learning procedures and evidence that supports their efficacy. Discusses claims that (1) group participation aids learning, (2) group settings force learning with understanding to produce conceptual changes, and (3) individual thought processes originate in social interaction. Examines reciprocal teaching, which combines expert scaffolding, guided practice in applying simple concrete strategies, and cooperative learning discussions. Explores the impact of the program on the listening and reading comprehension strategies of first-grade students. Concludes that reciprocal teaching is a successful method of improving both listening and comprehension, and discusses possible extensions to instruction in specific content areas.

Fehring, Heather. "Cooperative Learning Strategies Applied in the Language Classroom," *Reading Around Series,* n1 1987. 7p. [ED 285 122]

Offers a set of guidelines for fostering cooperative learning in a language arts classroom. Describes the problems with competitive and/or individual learning, and the reasoning behind cooperative learning. Outlines the key features of a cooperative learning environment, including the fostering of interpersonal and small-group skills, positive interdependence, face-to-face interaction, and individual accountability. Offers a unit on creative use of synonyms, a three week story-writing unit, a video production, and a one-to-three-lesson unit on clear thinking. Suggests a way to organize a one-lesson unit and offers helpful hints for encouraging cooperative learning in the classroom.

Harp, Bill. "What Do We Put in the Place of Ability Grouping (When the Principal Asks)?" *Reading Teacher,* v42 n7 p 534-35 Mar 1989.

Presents two alternatives to ability grouping—flexible grouping (based on students' level of independence as learners) and cooperative learning groups. Discusses the benefits of cooperative learning, and provides a sample cooperative-learning lesson.

Manarino-Leggett, Priscilla; Salomon, Phyllis A. "Cooperation vs. Competition: Technique for Keeping Your Classroom Alive but Not Endangered." 1989. 13p [ED 311 409]

Discusses cooperative learning, a technique in which students work in small heterogeneous learning groups. Defines cooperative learning and describes the most widely used cooperative learning methods: Student Teams-Achievement Divisions (STAD), Teams-Games Tournament (TGT), Jigsaw, Learning Together, and Group Investigation. Presents a review of related research. Offers methods and strategies applicable to the reading classroom.

Research

Madden, Nancy A.; and others. "A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement." 1986. 31p. [ED 297 262]

Evaluates the Cooperative Integrated Reading and Composition (CIRC) program to determine whether a comprehensive, cooperative learning approach can be used effectively in elementary reading and writing instruction. States that stu-

dent achievement in reading and writing can be increased if state-of-the-art principles of classroom organization, motivation, and instruction are used in the context of a cooperative learning program. Indicates that standardized measures of skills can also be affected.

Madden, Nancy A.; and others. "Reading Instruction in the Mainstream: A Cooperative Learning Approach." 1986. 53p. [ED 297 261]

Discusses two studies of the Cooperative Integrated Reading and Composition Program (CIRC) which combines individualized instruction with cooperative learning. Supports the effectiveness of CIRC on students' reading, writing, and vocabulary achievement. Cites differing results with respect to mainstreamed learning-disabled students.

Slavin, Robert E. *Cooperative Learning: Student Teams. What Research Says to the Teacher*, Second Edition. National Education Association, Washington, DC 1987. 33p. [ED 282 862]

Reviews research indicating that when the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. Emphasizes that cooperative learning methods are usually inexpensive, easy to implement, and require minimal training of teachers. Cites various cooperative learning methods.

Stevens, Robert J.; and others. "Cooperative Integrated Reading and Composition: Two Field Experiments." Report No. 10. 1987. 54p. [ED 291 075]

Evaluates a comprehensive cooperative learning approach to elementary reading and writing instruction, Cooperative Integrated Reading and Composition (CIRC) in the elementary classroom. Cites significant effects in favor of the CIRC students on standardized test measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling, writing samples and oral reading measures.

Elementary Applications

Flynn, Linda L. "Developing Critical Reading Skills through Cooperative Problem Solving," *Reading Teacher*, v42 n9 p664-68 May 1989.

Describes an instructional model for presenting students with opportunities to analyze, synthesize, and evaluate ideas through cooperative problem solving. Provides suggestions for implementation using examples from the author's classroom experiences.

Madden, Lowell. "Improve Reading Attitudes of Poor Readers through Cooperative Reading Teams," *Reading Teacher*, v42 n3 p194-99 Dec 1988.

Asserts that cooperative reading teams (reading groups composed of students at varied reading levels) motivate poor readers to learn by developing positive feelings about reading. Describes several reading, language, and content area activities for cooperative reading teams.

Male, Mary. "Cooperative Integrated Reading and Composition: A Success Story," *Writing Notebook*, v7 n1 p25-27 Sept-Oct 1989.

Outlines the Cooperative Integrated Reading and Composition (CIRC) program, a sequenced and structured reading/language arts program used by elementary level students at Bracher School in Santa Clara, California. Describes several cooperative reading and writing activities used in this program.

Rasinski, Timothy V. "Inertia: An Important Consideration for Reading Motivation." 1989. 11p. [ED 304 665]

Claims that the concept of inertia is analogous to a situation that occurs in reading. Describes students who, despite being able to read, choose not to read when other options are available because they lack the motivation to read. Offers several strategies and activities to create an initial impetus toward independent and motivated reading, including reading aloud to children; providing experiences in the school, such as field trips, guest speakers, and films; and using books themselves to lead students into other books.

Smith, Carl B. "Shared Learning Promotes Critical Thinking," *Reading Teacher*, v43 n1 p76-77 Oct 1989.

Describes how shared learning activities, including cooperative learning, collaborative learning, and small group learning, can develop critical reading and problem-solving skills. Discusses the teacher's role in guiding shared learning activities.

Topping, Keith. "Peer Tutoring and Paired Reading: Combining Two Powerful Techniques," *Reading Teacher*, v42 n7 p488-94 Mar 1989.

Examines the advantages and disadvantages of peer tutoring and Paired Reading, a program of structured pair-work between children with different reading abilities. Claims these methods have great potential for cooperative learning.

Secondary Applications

Davey, Beth. "Using Textbook Activity Guides to Help Students Learn from Textbooks," *Journal of Reading*, v29 n6 p489-94 Mar 1986.

Describes how textbook activity guides that emphasize active student involvement through cooperative learning and a self monitoring component can help students become active, flexible, more effective readers of textbook materials.

Montague, Marjorie; Tanner, Michael L. "Reading Strategy Groups for Content Area Instruction," *Journal of Reading*, v30 n8 p716-23 May 1987.

Reviews relevant research in reading comprehension strategies and cooperative learning methods. Describes reading strategy groups as an approach for content area instruction along with practical suggestions for implementation.

Content Area Applications

Ericson, Bonnie; and others. "Increasing Critical Reading in Junior High Classrooms," *Journal of Reading*, v30 n5 p430-39 Feb 1987.

Describes three content area reading strategies (anticipation-reaction guides, text previews, and three-level study guides) that capitalize on cooperative small group learning and emphasize higher-order critical thinking.

Miller, Douglas E. "Cooperative Critical Thinking and History," *Social Studies Review*, v28 n3 p55-68 Spr 1989.

Argues that current social studies textbooks lack coherent formats, decipherable vocabulary, clearly written paragraphs, and presume background information which students lack. Presents a lesson that encourages discussion of information and eventual consensus in a group setting.

VanCleaf, David W. "Cooperative Learning: Linking Reading and Social Studies," *Reading Psychology*, v9 n1 p59-63 1988.

Argues that cooperative learning activities such as small group activities are important in social studies classes because they enhance text comprehension, nurture interaction skills, develop democratic behavior, and actively involve students.

Steffens, Henry. "Collaborative Learning in a History Seminar," *History Teacher*, v22 n2 p125-38 Feb 1989.

Reviews the use of the collaborative learning process in a seventeenth-century intellectual history seminar. Suggests use of reader response, peer critiques, small writing groups, and peer tutoring.

Special Populations

Maring, Gerald H.; and others. "Five Cooperative Learning Strategies for Mainstreamed Youngsters in Content Area Classrooms," *Reading Teacher*, v39 n3 p310-13 Dec 1985.

Offers adaptations of content area reading techniques that can help teachers integrate mainstreamed children into small groups with other members of their classes. Includes the following: (1) the Jigsaw strategy, (2) the list-group-label strategy, and (3) the small group structured overview.

Manzone, Christine A. "Six Strategies for Teaching Reading Comprehension to Learning Disabled Students." 1989. 14p. [ED 311 667]

Describes six strategies that can be used to improve the reading comprehension of learning disabled students. Provides examples from particular models of instruction as well as a rationale for each. Suggests that strategies may be used either individually, as a cooperative learning experience with a partner, or one-on-one with a teacher or tutor.

Slavin, Robert; and others. "Accommodating Student Diversity in Reading and Writing Instruction: A Cooperative Learning Approach," *Remedial and Special Education*, v9 n1 p60-66 Jan-Feb 1988.

Explains that "Cooperative Integrated Reading and Composition" is a program that successfully teaches reading, writing, and language arts in heterogeneous intermediate classes containing mainstreamed special education and remedial reading students by combining mixed-ability cooperative learning teams and same-ability reading groups.

Stiers, Darlene. "Cooperative Learning for Remedial Students," *Social Studies Review*, v28 n3 p46-48 Spr 1989.

Offers cooperative learning instructional techniques for teaching the historical novel *The Root Cellar* in a remedial reading classroom. Recommends cooperative learning as a means through which the student can succeed academically while developing interpersonal skills. Suggests that the lesson be adapted to match the ability level of students.

ERIC®

Focused Access to Selected Topics No. 49
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Reading Aloud to Students

by Jerry Johns and Joelle Schlesinger

Recent research in reading has shown how important it is to read aloud to students. This *FAST Bib* explores some of the research and ways to use this knowledge in the classroom. Parent support and involvement is also extremely important so a section is devoted entirely to helping parents get involved. The major sections of this bibliography are Overview, Applications for the Classroom, Importance of Parents, Book Recommendations, and Research. Abstracts of some items have been abbreviated to allow for the inclusion of additional citations.

Overview

Dwyer, Edward J.; Isbell, Rebecca J. "The Lively Art of Reading Aloud to Children." Paper presented at the Annual Meeting of the Tennessee State Council of the International Reading Association, 1988. 7p. [ED 300 767]

Describes why reading aloud is an essential part of the classroom instructional program, along with direct instruction and sustained silent reading or book contact, and should not be slighted despite the numerous time demands from other sources. Notes that reading aloud to students provides opportunities for introducing students to good literature and encourages language development.

Haney, Dorothy. "Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom." 1988. 44p. [ED 298 438]

Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers. Provides information designed to be informative to teachers, parents, and administrators. Concludes that research indicates reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes.

Lockledge, Ann; Matheny, Constance. "Looking toward the Family: Case Studies of Lifelong Readers." Paper presented at the Annual Meeting of the International Reading Association, 1987. 24p. [ED 283 140]

Investigates the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. Provides information that may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Argues that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure.

Nistler, Robert J. "Reading Aloud as a Contributor to a Child's Concept of Story." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1987. 11p. [ED 291 071]

Summarizes the specific benefits of reading aloud to students. Notes that when students listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Points out that these story elements helps students in reading comprehension. Cites studies indicating that during storytime the language of teachers is purposeful and helps students arrive at some level of text understanding. Finds that teachers pose thoughtful questions, model their own thinking, and show spontaneous appreciation for stories.

Application for Classroom

"The Classroom Reading Teacher: Practical Teaching Ideas, Clip Sheet, and Questions and Answers," *Reading Teacher*, v41 n8 p857-71 Apr 1988.

Summarizes various authors who provide a wide range of instructional suggestions, including hints for parents on how to read aloud to older children, a story web prewriting technique, a lesson on similes, a description of a series of

books designed to develop literacy in natural ways, and advice on using the question-answer relationship procedure and basal readers.

Alvermann, Donna E.; Olson, James R. "Discussing Read-Aloud Fiction: One Approach for Motivating Critical Thinking," *Reading Horizons*, v28 n4 p235-41 Sum 1988.

Describes one teacher's reading aloud a Paula Danziger novel to motivate a group of adolescents to think and respond critically to read-aloud fiction. Includes examples of discussion strategies used to help students judge word play, recognize different points of view, and evaluate the author's ability to relate to her audience.

Fox, Carol; Sauer, Margery. "Celebrate Literature! A Spiraling Curriculum for Grades K-6." 1988. 15p. [ED 297 265]

Presents a multi-volume articulated literature curriculum for grades K-6. Describes how, by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. Describes seven guides that form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature, and achieve these goals: (1) to introduce children to their literary heritage; (2) to encourage children to read for pleasure and knowledge; (3) to provide children with knowledge of literary elements and structure; (4) to allow for creative response to literature; (5) to develop children's ability to evaluate literature; and (6) to develop independent readers and learners.

Levesque, Jeri. "ELVES: A Read-Aloud Strategy to Develop Listening Comprehension (In the Classroom)," *Reading Teacher*, v43 n1 p93-94 Oct 1989.

Describes ELVES (Excite, Listen, Visualize, Extend, Savor), a read-aloud strategy designed to develop listening comprehension and maintain elementary school students' initial excitement about reading.

Markle, Aldeen B. "Developing Critical Thinking Skills through Literature," *School Library Media Quarterly*, v16 n1 p43-44 Fall 1987.

Discusses the value of literature and reading aloud in developing critical thinking skills and suggests several books to supplement the basal textbook.

Sullivan, Joanna. "Read Aloud Sessions: Tackling Sensitive Issues through Literature," *Reading Teacher*, v40 n9 p874-78 May 1987.

Explains how read-aloud sessions can be developed in ways that help children deal with common concerns and provides an example.

Importance of Parent Involvement

Clary, Linda Mixon. "Parents Teach Reading, Too." 1989. 7p. [ED 310 359]

Tells why parents and teachers need to be involved in teaching children to read and to enjoy reading. Describes three planks in a platform that will help all parents become involved in their children's learning to read: 1) parents must set the example; 2) they must follow up on reading by helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, creating book character "parades," and watching TV shows about books; and 3) parents must find out about the instructional program at the child's school. Concludes that by reading to their youngsters, reacting with them to books, and overseeing school programs parents can teach their children to read and to enjoy reading.

Daly, Nancy Jo; and others. "Clues about Reading Enrichment." 1987. 36p. [ED 288 186]

Describes an illustrated guide that provides tips, suggestions, and activities that parents can follow at home to help their children read. Notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond.

Demos, Elene S. "Parents: An Untapped Resource," *Reading Horizons*, v28 n1 p34-38 Fall 1987.

Focuses upon parental involvement in reading and examines research and activities that can be beneficial at home and at school.

"Help Your Child Become a Good Reader." 1987. 5p. [ED 278 954]

Focuses on reinforcing students' reading skills at home. Emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and take an interest in their reading progress. Contends that success and interest in reading depends largely on whether: 1) children acquire knowledge at home; 2) parents converse with them; 3) parents encourage children to talk about their feelings; and 4) whether parents read

aloud to them. Provides fifteen ideas for promoting reading.

Book Recommendations

Michener, Darlene M. "Test Your Reading Aloud IQ," *Reading Teacher*, v42 n2 p118-22 Nov 1988.

Discusses the importance of reading aloud to young children. Suggests several books for reading aloud at the elementary level.

Silvey, Anita. "I Have Come Home To Tell You the Truth." 1988. 19p. [ED 300 759]

Reflects on the experiences of the Horn Book Magazine's editor-in-chief during the 20 years following her graduation from Indiana University. Provides ten qualities which are important in selecting books to read aloud to children: (1) strong plot lines; (2) characters with whom children can identify; (3) characters who must make a moral choice; (4) ambiguity about what is happening in the plot or to a character; (5) books that tie into something other than the reading curriculum; and (6) books easily adapted for writing exercises. Contains a list of the speaker's 25 favorite books for K-8.

Smith, Nancy J.; and others. "Making the Literate Environment Equitable," *Reading Teacher*, v40 n4 p400-07 Jan 1987.

Surveys 254 teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

"Stories to Be Read Aloud (Booksearch)," *English Journal*, v78 n2 p87-90 Feb 1989.

Presents junior and senior high school teachers' suggestions for short stories to read aloud in a single class period, including "The Laughing Man" (J.D. Salinger), "A & P" (John Updike), "Epicac" (Kurt Vonnegut), "The Story of an Hour" (Kate Chopin), and "The Yellow Wallpaper" (Charlotte Perkins Gilman).

"Read-Aloud Books: An Annotated Bibliography, Grades 4-8." 1987. 36p. [ED 300 762]

Presents books for reading aloud to children in grades 4-8. Provides 140 entries, listed alphabetically by author, that provides the author's name, title, publisher, sequels or related books, a brief annotation about the plot, and grade level.

"Booksearch: Recent Novels Used for Common Reading," *English Journal*, v77 n1 p72-78 Jan 1988.

Presents 13 teachers' suggestions for recent novels to use for common reading or classroom teaching at various grade levels.

Research

Craddock, Sonja; Halpren, Honey. "Developmental Listening in a Whole Language Classroom," *Canadian Journal of English Language Arts*, v11 n1 p19-23 1988.

Explains the difference between a reading aloud to children program designed to motivate children to read, and a developmental listening program which provides a focus for listening in a whole language environment and requires response and evaluation.

Herzing, Michelle. "Children's Literature in Secondary School," *Journal of Reading*, v32 n7 p650-51 Apr 1989.

Argues that children's literature has a place in the remedial secondary school reading class. Relates the positive reaction of seventh grade students to having "Jack and the Beantree" read to them.

Iarusso, Marilyn Berg. "How to Promote the Love of Reading," *Catholic Library World*, v60 n5 p212-18 Mar-Apr 1989.

Summarizes current research on teaching children to love reading, and identifies techniques that can be used by parents, teachers and librarians to foster this attitude. Discusses the value of reading aloud to children, selecting children's books, the different interests of boys and girls, and reading to develop values.

Matthews, Charles E. "Lap Reading for Teenagers," *Journal of Reading*, v30 n5 p410-13 Feb 1987.

Argues that reading aloud to teenagers can provide some of the same benefits that lap reading gives to younger children.

Radecki, Kay K. "An Annotated Bibliography of the Literature Examining the Importance of Adults Reading Aloud to Children." 1987. 67p. [ED 296 274]

Documents the change in attitudes toward adults' (parents and teachers) reading aloud to children since the late 1950s to determine if the practice is strongly correlated to early fluency for young readers.

ERIC®

Focused Access to Selected Topics No. 46
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

At-Risk Students in Reading

by Jerry Johns and Joann Desmond

Students who are at risk of failure in reading present a unique challenge for educators in their continuous search for strategies and resources to meet the needs of this growing population. A myriad of varied instructional approaches and motivational techniques, including Reading Recovery programs and computer-assisted instruction, are promoted by writers as successful in improving the reading achievement of at-risk students. Although there is little agreement among the experts as to any "best" method to reach at-risk students, substantial evidence shows that certain practices contribute to greater successes in reading. Most writers agree that at-risk students should be identified early; the principal provides leadership for a supportive learning environment for staff and students; social and academic enrichment programs should be implemented; and the attitude of the classroom teacher is the key to program success.

This *FAST Bib* begins with several citations that provide general information related to at-risk students in reading at elementary and secondary levels. Because of its recent impact on early reading with at-risk students, a separate section is devoted to the Reading Recovery program. The remaining sections are divided into resources appropriate to beginning and elementary reading.

General

Carbo, Marie; Hodges, Helen. "Learning Styles Strategies Can Help Student at Risk," *Teaching Exceptional Children*, v20 n4 p55-58 Sum 1988.

Asserts that learning styles-based instruction uses the strengths and preferences of disabled and at-risk students to tailor instruction to their needs. Defines learning styles, outlines the learning style characteristics of at-risk students, presents a global/analytic reading styles checklist, and describes 11 strategies for basing instruction on learning styles.

Gersten, Russell; Dimino, Joseph. "Teaching Literature to At-Risk Students," *Educational Leadership*, v46 n5 p53-57 Feb 1989.

Uses story grammar instruction to show low-achieving students that literature can be fun to read and can have application to their lives.

Guerrero, Frank; Swan, Karen. *Computer Pilot Program, 1986-87. OEA Evaluation Report.* 1988. 62p. [ED 301 155]

Describes the Computer Pilot Program that was implemented in 19 New York City schools in 1986-87 and designed to investigate the efficacy of computer-assisted instruction (CAI) with the at-risk student population in New York City. Attempts to identify systems that were effective in increasing student attendance and achievement and in improving student and staff attitudes toward CAI. Finds that consistent use of any well-structured computer programs dedicated to mathematics and/or reading remediation benefits students in need of extra help.

Levine, Daniel U.; and others. "Achievement Gains in Self-Contained Chapter 1 Classes in Kansas City," *Educational Leadership*, v44 n6 p22-23 mar 1987.

Describes Project Alternative Rooms (PARS) where a modified Chapter 1 program was developed for students to receive instruction in self-contained double-staffed classrooms rather than being "pulled-out" of regular classrooms.

Winfield, Linda F. "Teacher Beliefs toward Academically At-Risk Students in Inner Urban Schools," *Urban Review*, v18 n4 p253-68 1986.

Analyzes teacher beliefs concerning academically at-risk students in inner urban schools. Categorizes teacher beliefs on the following two dimensions: (1) whether teachers believe some type of instructional assistance could improve achievement or whether they ignore low performance; and (2) whether teachers assume the responsibility for improving instruction or shift the responsibility to others.

Reading Recovery Programs

Boehnlein, Mary. "Reading Intervention for High-Risk First-Graders," *Educational Leadership*, v44 n6 p32-37 Mar 1987.

Reports how the Ohio Department of Education, through collaboration with local schools and teacher training institutions, developed use of the New Zealand Reading Recovery Program (one-on-one reading instruction) for high-risk first graders. Finds that 90% of the at-risk students reached average-level reading skills after 30 to 40 hours on instruction.

Holland, Kathleen, E. "Parents and Teachers: Can Home and School Literacy Boundaries Be Broken?" 1987. 28p. [ED 300 182]

Investigates home-school communication patterns between special reading teachers and parents of the children they served, with attention to teachers' and parents' views of each other as literacy supporters of children. Discusses the acquisition of literacy education, especially in Appalachia. Focuses on a population of 13 Columbus, Ohio, urban Black and Appalachian parents of first graders from poor and working-class economic backgrounds, whose children were participating in the Reading Recovery program. Concludes that active teachers were far more successful than passive teachers in obtaining parental participation, and recommends that students take a bigger role in parent-teacher conferences and that the family-school relationship be a triangular one.

Lyons, Carol A. "Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced?" 1988. 23p. [ED 302 841]

Compares two groups of failing first-grade readers in the Reading Recovery program to determine what effect this type of instruction had over time on their reading patterns. Finds a shift of the learning disabled (LD) children to multiple cueing systems so that their reading-error patterns were similar to the non-LD group at the end of the program, and indicates the power of the Reading Recovery program to influence at-risk children's reading behavior. Suggests that some learning disabilities may have been environmentally produced and can be altered.

Pinnell, Gay Su. "Holistic Ways to Help Children at Risk of Failure," *Teachers Networking: The Whole Language Newsletter*, v9 n1 p1, 10-12 Fall 1988. [ED 301 853]

Claims that procedures called Reading Recovery help young children at risk of failure in reading. Reports that in the first year of an Ohio pilot study, over two-thirds of the children reached average levels in reading and were successfully released from the program. Indicates that children from the first two years of the study continued to make good progress in reading, maintaining their gains two years after participation in the program. Notes that the goal of the program was to help children develop an independent, self-generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience.

Beginning Readers

Aldridge, Jerry T.; Rust, Debra. "A Beginning Reading Strategy," *Academic Therapy*, v22 n3 p323-26 Jan 1987.

Presents a strategy where first-graders (identified as high-risk for reading difficulties) were taught to read examples of "environmental print (words on candy wrappers, grocery bags, newspaper advertisements) and were able to identify and write words when logos and supporting detail were removed. Indicates that activities using environmental print can effectively supplement reading instruction.

Ballenger, Marcus. "Reading in the Kindergarten: Comment," *Childhood Education*, v59 n3 p.186-87 Jan-Feb 1983.

Discusses the question of whether reading should be formally taught at the kindergarten level. Argues that reading skills should not be introduced at this age because children need formal time to experiment without the risk of failure.

Gray, Elizabeth. "Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties." 1988. 31p. [ED 297 512]

Reviews studies on early identification and remediation of at-risk preschool, first-, and second-grade children to prevent possible future reading failure. Identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications for at-risk children.

Johnson, Jessie. "Language Development Component: All Day Kindergarten Program. Final Evaluation Report." 1988. 27p. [ED 301 327]

Presents an evaluation of the language development component of the Columbus, Ohio All Day Kindergarten Program (ADKP) instituted in 1972 to provide a full day of instruction for underachieving kindergarten pupils. Notes that the overall goal of the program was to prepare pupils for first grade by providing an extra half day of instruction to pupils needing additional help and attention. Recommends that ADKP be continued in the 1988-89 school year. Describes specific steps for improving program effectiveness.

Juel, Connie; Leavell, Judy A. "Retention and Nonretention of At-Risk Readers in First Grade and Their Subsequent Reading Achievement," *Journal of Learning Disabilities*, v21 n9 p571-80 Nov 1988.

Compares reading skills of nine first graders retained in first grade and nine similar children promoted to second grade. Finds that retention may benefit such children if they start the repeated year with increased phonic awareness and increase their spelling-sound knowledge in second grade. Reports that listening comprehension was not aided by retention.

Kilby, Gretchen. "Heading off Failure before It Starts," *Principal*, v63 n5 p28-31 May 1984.

Describes and presents guidelines for a preventive early intervention program designed to provide a strong academic, social, and emotional foundation for postkindergarten students considered to be at risk for future academic difficulties.

Lindquist, Donna Bishop. "Joining the Literacy Club," *Reading Teacher*, v41 n7 p676-80 Mar 1988.

Presents firsthand observations of a successful twenty-day reading program involving one student who was transformed from a passive, reluctant, indifferent learner to one who acquired ownership for his learning and empowerment over the reading process.

Mann, Virginia A.; Liberman, Isabelle Y. "Phonological Awareness and Verbal Short-Term Memory," *Journal of Learning Disabilities*, v17 n10 p592-99 Dec 1984.

Reports on a longitudinal study of 62 kindergarten children that showed that inferior performance on tests of syllable-counting, word-string memory, and Corsi blocks may presage future reading problems in grade one. Suggests procedures for kindergarten screening and for helping children at risk for reading failure.

Trachtenburg, Phyllis; Ferruggia, Ann. "Big Books from Little Voices: Reaching High Risk Beginning Readers," v42 n4 p284-98 Jan 1989.

Discusses how interactive, whole class techniques (using a student-generated Big Book adaptation of "Corduroy") improved the reading skills of high-risk first grade readers. Describes several activities, including sight word strategies, decoding techniques, and word processing, and suggests 27 Big Books for use with these activities.

Elementary Reading

Brownstein, Michael. "Saving Grace," *Learning*, v17 n8 p36-38 Apr 1988.

Describes a student who is unable to read and the teacher who refuses to give up on her and encourages her to participate in an after-school, volunteer tutorial program. Finds that by year's end, the student has improved 34 months on standardized testing and is placed at her appropriate grade level.

Casbergue, Renee M.; Greene, Jane Fell. "Persistent Misconceptions about Sensory Perception and Reading Disability," *Journal of Reading*, v32 n3 p196-203 Dec 1988.

Argues that sensory screening does not identify children at risk for reading or learning disability and that sensory training does not improve reading or learning.

Duffy, Gerald G.; Roehler, Laura R. "Improving Reading Instruction through the Use of Responsive Elaboration," *Reading Teacher*, v40 n6 p514-19 Feb 1987.

Reviews the literature on classroom reading instruction. Elaborates the results of a series of studies hypothesizing that high-risk students, such as those typically found in low reading groups, would become more aware of how to reason during reading if their teachers explain the mental acts associated with strategic skill use.

Erickson, H. Lynn. "Libby, Montana, Testifies for DISTAR," *Educational Leadership*, v44 n6 p28-29 mar 1987.

Describes a Montana elementary school using direct instruction methods. Discusses the positive results students and school are experiencing as a result of the students' reading success.

Lehr, Judy Brown; Harris, Hazel Wiggins. *At Risk, Low-Achieving Students in the Classroom*. Analysis and

Action Series. National Education Association, Washington, DC, 1987. 107p. [ED 298 232]

Reviews the voluminous research in the field of teaching at-risk, low-achieving elementary school students. Reports a number of practical, validated applications for classroom teachers. Notes that at-risk students should be identified early during their formative years; social and academic enrichment programs should be implemented as soon as possible; school-based models can make an important difference with low achievers; the principal must provide leadership to create an inviting, supportive learning environment for staff and students; and the attitude of the classroom teacher is the key to program success.

Sagor, Richard. "Teetering...on the Edge of Failure," *Learning*, v17 n8 p28-34 Apr 1988.

Describes discouraged learners as students who could succeed academically but who, for a variety of reasons, do not believe they are able to do so and fail. Provides case studies and suggests books for further reading. Offers techniques to encourage, teach, and involve discouraged learners.

Sanacore, Joseph. "Independent Reading for Remedial and At-Risk Students: The Principal Can Make a Difference." 1988. 20p. [ED 298 468]

Claims that by supporting independent or contextual reading, the principal can make a major difference in the lives of remedial and at-risk students. Suggests approaches that, if used positively, can benefit students in remedial and preventative ways. Concludes that a perceptive principal will work cooperatively with teachers.

ERIC

Focused Access to Selected Topics No. 45
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Learning Disabilities and Reading

by Jerry Johns and Sandy Krickeberg

Educators who teach reading to students with learning disabilities face a task that requires skill in a specialized area. This *FAST Bib* describes several resources that provide information on teaching reading to learning disabled (LD) students. The references listed here were produced through a search of the ERIC database from 1987 to 1989.

The citations are arranged in two categories: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students.

Overview and Research

Algozzine, Bob; and others. "Reading and Writing Competencies of Adolescents with Learning Disabilities," *Journal of Learning Disabilities,* v21 n3 p154-60 Mar 1988.

Analyzes communication performance of tenth-grade LD students on the Florida State Student Assessment Test-II (a minimum competency test). Supports employers' belief in the importance of these skills for job performance.

Das, J.P. "Intelligence and Learning Disability: A Unified Approach," *The Mental Retardation Learning Disability Bulletin,* v15 n2 p103-13 1987.

Describes learning disability or reading disability in terms of deficiencies in processing information. Offers an integrated view of intelligence as cognitive processing followed by a demonstration of how tests of information processing have successfully revealed strengths and weaknesses of cognitive processes relating to reading.

Dyck, Norma; Sundbye, Nita. "The Effects of Text Explicitness on Story Understanding and Recall by Learning Disabled Children," *Learning Disabilities Research,* v3 n2 p68-77 Sum 1988.

Compares the effects of two ways of making text more explicit for LD children: by adding supportive information or asking inference questions at the ends of episodes. Demonstrates that adding elaborative content enhanced story understanding while asking inference questions was not more effective than the explicit version of the text alone.

Flaro, Lloyd. "The Development and Evaluation of a Reading Comprehension Strategy with Learning Disabled Students," *Reading Improvement,* v24 n4 p222-29 Win 1987.

Discusses a learning strategy, employing imaginal processes and verbal mediation procedures, designed to improve reading comprehension in 24 LD students. Indicates significant gains and improvement in reading comprehension over a 15-week treatment period.

Rhodes, Lynn, K.; Dudley-Marling, Curt. "Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students." 1988. 329p. [ED 293 117]

Presents a holistic perspective on reading and writing instruction, focusing on meaningful, purposeful literacy applications. Discusses LD and remedial students, and introduces readers to a holistic theory of reading and writing development.

Sawyer, Walter E. "Attention Deficit Disorder: A Wolf in Sheep's Clothing...Again," *Reading Teacher,* v42 n4 p310-12 Jan 1989.

Examines the trend of using Attention Deficit Disorder (ADD), commonly known as hyperactivity, to classify students as LD. Notes that ADD characteristics are frequently observed in children with reading problems, and argues that misclassifying students as LD denies them appropriate reading instruction.

Seidenberg, Pearl L. "Cognitive and Academic Instructional Intervention for Learning Disabled Adolescents," *Topics in Language Disorders,* v8 n3 p56-71 Jun 1988.

Notes that research on LD secondary school students' academic deficits, response to classroom environment, and response to instructional interventions are integrated with research on metacognition in text learning. Recommends a metacognitive orientation for instructional intervention programs, which should address general

comprehension strategies, specific study strategies, and factors related to learner characteristics.

Smith, Sally L. "Typical Academic Problems of Learning Disabled Children," *Pointer,* v32 n3 p8-10 Spr 1988.

Presents a list of 70 typical academic problems of learning-disabled children that special educators must be able to diagnose and remedy. Categorizes the problems as follows: reading, language, spelling, handwriting, arithmetic, thinking, and school task and behavior problems.

Snart, Fern; and others. "Reading Disabled Children with Above Average IQ: A Comparative Examination of Cognitive Processing," *Journal of Special Education,* v22 n3 p344-57 Fall 1988

Studies the cognitive processing in high IQ and average IQ elementary grade LD and non-LD children. Finds that LD students were poorer in sequential processing and planning compared to non-LD students; high IQ LD students lost their IQ advantage to low IQ LDs in sequential scores.

Weisberg, Renee. "1980s: A Change in Focus of Reading Comprehension Research: A Review of Reading/Learning Disabilities Research Based on an Interactive Model of Reading," *Learning Disability Quarterly,* v11 n2 p149-59 Spr 1988.

Contains a review of reading comprehension research since 1980, based on an interactive model of reading, with a focus on reading disabilities/learning disabilities. Includes studies which have investigated the influence of readers' prior knowledge of a topic, the influences of text structure and task demands, and metacognitive strategies.

Weltner-Brunton, Susan L.; and others. "Is Earlier Better? Reading Achievement and WISC-R Stability in Earlier vs. Later Identified Students with Learning Disabilities," *Learning Disability Quarterly,* v11 n1 p71-79 Win 1988.

Compares earlier identified (grades 2-4) to later identified (grades 5-8) LD students' test scores (Woodcock Reading Mastery Tests and Wechsler Intelligence Scale for Children) upon identification and over time in special education. Finds no significant between-group differences at identification and that over time (two years), verbal ability decreased, though reading achievement increased for both groups.

Instructional Strategies

Dudley-Marling, Curt. "Assessing the Reading and Writing Development of Learning Disabled Students: A Holistic Approach," *B.C. Journal of Special Education,* v12 n1 p41-51 1988.

Contrasts traditional practices in reading and writing assessment which focus on fragmented, isolated skills to a holistic approach to assessment, which is recommended. Examines children's reading and writing as communicative behaviors that are effectively evaluated through systematic observations as they occur in natural settings.

Hittleman, Daniel R. "Using Literature to Develop Daily Living Literacy: Strategies for Students with Learning Difficulties," *Journal of Reading, Writing, and Learning Disabilities International,* v4 n1 p1-12 1988-89

Describes how students with learning difficulties can develop their literacy for daily living by using daily living literature, which provides knowledge and skills for accomplishing some societal task.

Hollingsworth, Paul M.; Reutzel, D. Ray. "Whole Language with LD Children,"Academic Therapy, v23 n5 p477-88 May 1988

Examines how the use of the whole language theory can improve the reading and writing of the language LD. Describes resource room characteristics necessary to create a whole language learning environment and outlines instructional practices consistent with whole language theory, such as reading aloud, language experience approach, and predictable story books.

Knupp, Richard. "Improving Oral Reading Skills of Educationally Handicapped Elementary School Aged Students through Repeated Readings." 1988. 80p. [ED 297 275]

Examines the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. Finds that poor readers learned to develop reading speed and fluency with repeated practice and that subjects improved their reading speed and comprehension and decreased the number of word errors.

Maria, Katherine. "A New Look at Comprehension Instruction for Disabled Readers," *Annals of Dyslexia*, v37 p264-78 1987.

Describes three holistic approaches to reading comprehension instruction for LD children: text-based instruction, explicit comprehension instruction, and a combined model. Discusses each model's strengths, weaknesses, and teaching techniques. Recommends the combined model.

Mastropieri, Margo A.; and others. "Learning Disabled Students' Memory for Expository Prose: Mnemonic versus Non-mnemonic Pictures," *American Educational Research Journal*, v24 n4 p505-19 Win 1987.

Examines whether mnemonic or non-mnemonic pictures aid LD students in grades seven, eight, and nine when reading expository passages about the extinction of dinosaurs. Determines that both types of pictures aided students' free recall, while only mnemonic pictures facilitated recall of the plausibility order of the passages.

Monda, Lisa E.: and others. "Use the News: Newspapers and LD Students," *Journal of Reading*, v31 n7 p678-79 Apr 1988.

Offers suggestions for using the newspaper to help LD students improve their reading, language arts, and mathematics skills.

O'Shea, Lawrence J.; and others. "The Effects of Repeated Readings and Attentional Cues on the Reading Fluency and Comprehension of Learning Disabled Readers," *Learning Disabilities Research*, v2 n2 p103-09 Sum 1987.

Analyzes the effects of LD elementary grade students reading passages orally one, three, or seven times with instructions to work for either fluency or comprehension. Finds that both fluency and comprehension improved with the number of readings with the greatest improvement being between one and three readings. Attentional cues operated in the expected directions.

Pany, Darlene; McCoy, Kathleen M. "Effects of Corrective Feedback on Work Accuracy and Reading Comprehension of Readers with Learning Disabilities," *Journal of Learning Disabilities*, v21 n9 p546-50 Nov 1988.

Uses a repeated measures design where third grade students with learning disabilities read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both work recognition accuracy and reading comprehension.

Schworm, Ronald W. "Look in the Middle of the Word," *Teaching Exceptional Children*, v20 n3 p13-17 Spr 1988.

Discusses how the use of visual phonics can help beginning readers or reading-disabled students overcome difficulties in word learning. States that the technique enhances the ability to identify grapheme-phoneme correspondences (usually appearing in the middle of words and useful for decoding) and prompts the learner to generalize these correspondences from one word to another.

Somerville, David E.; Leach, David J. "Direct or Indirect Instruction?: An Evaluation of Three Types of Intervention Programmes for Assisting Students with Specific Reading Difficulties," *Educational Research*, v30 n1 p46-53 Feb 1988.

Describes intervention programs (psychomotor, self-esteem enhancement, and direct instruction) with children who had reading difficulties. Finds that the direct instruction program had the greatest gains and that post-intervention questionnaires completed by subjects, parents, and teachers indicated that perceived success differed significantly from measured success.

Torgesen, Joseph K.; and others. "Using Verbatim Text Recordings to Enhance Reading Comprehension in Learning Disabled Adolescents," *Learning Disabilities Focus*, v3 n1 p30-38 Fall 1987.

Evaluates the effectiveness of using verbatim text recordings to increase LD high school students' reading comprehension and learning ability. Finds that the use of the recordings did produce performance gains, especially when used in conjunction with completion of a related worksheet.

Torgesen, Joseph K.; and others. "Improving Sight Word Recognition Skills in LD Children: An Evaluation of Three Computer Program Variations," *Learning Disability Quarterly*, v11 n2 p125-32 Spr 1988.

Evaluates the relative effectiveness of three variations of a computer program designed to increase the sight-word reading vocabulary of 17 learning-disabled children in grades 1,2, and 3. Reports no differences among the visual only, the visual-auditory, or auditory only presentation modes.

Wilkinson, Ian; and others. "Silent Reading Reconsidered: Reinterpreting Reading Instruction and Its Effects," *American Educational Research Journal, v25 n1 p127-44 Spr 1988.*

Reanalyzes data from a study on silent classroom reading with 105 LD students (aged 6-12 years) using linear structural equation modeling. Concludes that when entry-level abilities are controlled, silent reading does not have a significant effect on post-test reading performance.

Williams, Joanna P. "Identifying Main Ideas: A Basic Aspect of Reading Comprehension," *Topics in Language Disorders*, v8 n3 p1-13 Jun 1988.

Asserts that identifying the main points of a communication is fundamental to successful reading comprehension. Discusses difficulties in defining main idea, text structure variables in determining important information, textual hierarchy and the theory of macrostructure, text features signalling important information, summary writing, learning-disabled readers' insensitivity to text importance, and instructional methods.

ERIC

Focused Access to Selected Topics No. 44
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Remedial Reading

by Jerry Johns and Joelle Schlesinger

This *FAST Bib* focuses on recent research and strategies for the remedial reader. Included is an overview of recent research, resources on specific strategies for the reading specialist in a pull-out situation, and citations for suggestions and activities for the classroom teacher working with remedial readers. The fourth section contains sources with strategies for those working with the adult remedial reader.

Overview and Research

Balajthy, Ernest; Weisberg, Renee. "Effects of Transfer to Real-World Subject Area Materials from Training in Graphic Organizers and Summarizing on Developmental College Readers' Comprehension of the Compare/Contrast Text Structure in Science Expository Text." 1988. 29p. [ED 300 771]

Determines whether less able readers could use the strategies they had been taught by investigating the transfer effects of training in the use of graphic organizers and summary writing on readers' recognition of the compare/contrast text structure. Finds that transfer of training of real-world tasks did occur at each of the ability levels tested.

Eldredge, J. Lloyd. "Improving the Reading Comprehension Skills of Poor Readers," *Reading Horizons*, v29 n1 p35-42 Oct 1988.

Addresses the negative effects of poor decoding on reading comprehension, and reviews successful remedial strategies used with poor readers. Proposes an extensive exposure to printed discourse as well as phrase and sentence reading used in successful remediation as keys to improving poor readers' comprehension.

Fowler, Will. "Decoding Skills and the Remedial Reading Program." 1988. 14p. [ED 302 811]

Identifies the poor reader and offers assistance for that student. Points out that recent research has shown that phonics instruction is important in the early stages of reading, but some students simply do not learn the decoding skills to advance their reading skills. States that explicit phonics instruction appears not to work beyond the second grade, so other remediation techniques, such as computer-assisted instruction, peer tutors, and "vowel-sound-stick" method, should be implemented.

Kersting, Frank; Ferguson, Janice. "Narration in Reading Remediation." 1988. 21p. [ED 299 536]

Examines the whole-part application of the language experience approach to reading as used for students whose reading development is severely delayed. Finds that the language experience approach could prove to be a viable technique in reading instruction for prereaders, readers, and illiterate adults.

Lesiak, Judi, "Supplemental Materials for Improving the Comprehension Skills of Middle Grade Students," *Reading Improvement*, v25 n1 p60-66 Spr 1988.

Reviews 13 supplementary reading material series that are useful for providing instruction and practice with a variety of comprehension skills. Includes evaluative comments for each series, noting series' emphases, levels, and publisher.

Pany, Darlene; McCoy, Kathleen M. "Effects of Corrective Feedback on Word Accuracy and Reading Comprehension of Readers with Learning Disabilities," *Journal of Learning Disabilities*, v21 n9 p546-50 Nov 1988.

Describes research in a repeated measure design using third-grade students with learning disabilities who read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both word recognition accuracy and reading comprehension.

Pikulski, John J. "Questions and Answers," *Reading Teacher*, v42 n2 p159 Nov 1988.

Refutes the notion that remedial readers are unable to use context clues, arguing that poor readers simply have difficulty with automatic word identification. Suggests three approaches

to heighten students' sensitivity to the use of context clues.

Schunk, Dale H.; Rice, Jo Mary. "Learning Goals during Reading Comprehension Instruction." 1988. 24p. [ED 296 294]

Investigates the effects of goal setting on children's self-efficacy and skillful performance during reading comprehension instruction. Uses fourth and fifth graders who had regularly received remedial reading comprehension instruction and a pretest consisting of self-efficacy test assessing their perceived capabilities for correctly answering different types of questions. Assigns subjects randomly to process goal, product goal, and instructional goal groups. Results supported the theory that providing students with a specific learning goal can have important effects on achievement behaviors.

Stevens, Robert J. "Effects of Strategy Training on Identification of the Main Idea of Expository Passages," *Journal of Educational Psychology*, v80 n1 p21-26 Mar 1988.

Tests different methods of teaching how to identify the main idea of expository paragraphs, using 47 remedial reading sixth and eleventh graders. Includes strategy training, classification training, combined training, and practice only. Reports that strategy training improved performance; classification training improved performance only for same-content material.

Suggestions for Reading Specialists

Allington, Richard L.: Broikou, Kathleen A. "Development of Shared Knowledge: A New Role for Classroom and Specialist Teachers," *Reading Teacher*, v41 n8 p806-11 Apr 1988.

Suggests that the lack of coherence between remedial programs and regular classrooms impedes the progress of students with reading difficulties. Provides an outline for an instructional program in which classroom and specialist teachers collaborate to provide the learner with coherent and balanced instruction.

Gray, Elizabeth. "Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties." 1988. 31p. [ED 297 512]

Identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications of at-risk children. Discusses literacy acquisition goals and three areas of possible deficits. Suggests strategies for improving reading skills.

Ignoffo, Matthew. "Improve Reading by Overcoming the 'Inner Critic,'" *Journal of Reading*, v31 n8 p704-08 May 1988.

Presents a technique using self-image psychology that enables remedial students to improve their attitudes about their own abilities.

Martin, Tony. "Frightened of Books: Working with Reading Failures," *Reading*, v22 n1 p15-24 Apr 1988.

Describes how a remedial reading teacher helped a nine year-old nonreader progress toward becoming a reader. Points out the importance of increasing the student's confidence, gaining trust, and providing remedial instruction which is closely connected with other areas of the student's life.

Mossburg, Jacqueline. "A New Approach to an Old Problem: Remediation Not Just another Pull-Out," *Reading Teacher*, v42 n4 p342-43 Jan 1989.

Describes a remediation program designed to promote students' self-confidence, in addition to promoting fluent reading and enhancing comprehension. Notes that the program uses real books with meaningful language patterns, presented so that each student experiences success.

Pinnell, Gay Su. "Holistic Ways to Help Children at Risk of Failure," *Teacher Networking: The Whole Language Newsletter*, v9 n1 p1, 10-12 Fall 1988. [ED 301 853]

Describes Reading Recovery, a program based on the principal that children learn to read by reading and that the focus of reading is always on meaning. Reports the successes of the program.

Strategies and Activities for Classroom Teachers

Herrmann, Beth Ann. "Two Approaches for Helping Poor Readers Become More Strategic," *Reading Teacher*, v42 n1 p24-28 Oct 1988.

Describes two approaches—direct explanation and reciprocal teaching—for helping poor readers understand how the reading process works and how to study and learn from a text. Explains how to plan a lesson, and offers two samples.

Howard, Donald E. "Modifying Negative Attitudes in Poor Readers Will Generate Increased Reading Growth and Interest," *Reading Improvement*, v25 n1 p39-45 Spr 1988.

Examines a remedial reading program for grades four and five. Claims that a reading program featuring oral language, good children's literature, interesting reading activities, writing, and attractive reading incentives in an informal classroom structure can change negative reading attitudes and improve reading abilities.

"Practical Teaching Ideas (In the Classroom)," *Reading Teacher*, v42 n3 p256-64 Dec 1988.

Describes the following teaching ideas: note writing; books supplementing a unit on measuring; parents' activities calendars; quick phonics inventory; map reading; language experience chart stories; predicting activities with titles; summer mail for learning disabled students; role playing; teaching guides for novels; sentence transformation; and recorded and big books.

Sanacore, Joseph. "Independent Reading for Remedial and At-Risk Students: The Principal Can Make a Difference." 1988. 20p. [ED 298 468]

Contains information on how the principal can make a major difference in the lives of remedial and at-risk students. Lists several useful suggestions and methods for children who are at risk of failure.

Sellers, Gayla. "Vowel-Sound-Stick: Word Attack for Secondary Remedial Students," *Journal of Reading*, v32 n1 p42-45 Oct 1988.

Describes a technique called "vowel sound stick," which uses students' limited abilities in phonics, with an emphasis placed on syllabication to give the remedial reader a simple method of word attack.

Zipperer, Anita. "Using Content-Oriented Materials to Fill the Gaps in Students' Knowledge," *Wisconsin State Reading Association Journal*, v31 n2 p45-48 Win 1987.

Suggests that many reading problems may be caused by insufficient background knowledge rather than lack of reading skills. Provides suggestions about how teachers can integrate concepts and materials from social studies into their reading lessons to build students' background knowledge.

Strategies for Assisting Adults

Balajthy, Ernest; Waring, Eileen Whitcraft. "Dyslexia and the College Student." 1988. 24p. [ED 297 313]

Identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs. Suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual.

LaPaglia, Nancy. "Humanities 100: A Remedial Course That Uses a Children's Literature Anthology as the Text." 1988. 14p. [ED 301 252]

Describes a major problem in remedial courses: finding a valid textbook that underprepared students can read. Contains information on an anthology which allows the class to begin on any level using the stories that cover a variety of subject and evoke a wide range of feelings, representing worthwhile, world-class literature. Reports that the students do not seem to be embarrassed to read children's stories, in part because the book is an actual college text and also because students are encouraged to read aloud to children.

McGlinn, James E. "Essential Education in the Reading Class," *Journal of Developmental Education*, v12 n2 p20-22, 24 Nov 1988.

Advocates teaching remedial reading in the context of the liberal arts. Identifies problems with developmental reading texts. Recommends the use of remedial reading materials that address socially and culturally significant topics appropriate for college-level study. Offers a sample lesson sequence illustrating the simultaneous acquisition of skills and content.

Reed, Keflyn X. "Expectation vs. Ability: Junior College Reading Skills," *Journal of Reading* v32 n6 p537-41 Mar 1989.

Compares freshmen students' perceptions of their reading abilities with their actual abilities and their cumulative grade point averages. Concludes that students' perceptions of their abilities were independent of their actual reading abilities, and students with the least accurate perceptions had the lowest cumulative grade point average after one year.

Sollisch, James. "Collaborative Learning: At the Intersection of Reading, Writing, and Response," *Teaching English in the Two-Year College*, v15 n2 p99-104 May 1988.

Argues that reading should be taught as a process. Suggests sources for information on the active reading process (missing in most textbooks). Describes a method for integrating the reading process and collaborative learning in a college writing class.

Whitt, Mary F. "The Metacognition Process and Its Relationship to Reading, Problem-Solving and Comprehension Instruction for Developmental Students in Institutions of Higher Education." 1988. 17p [ED 299 543]

Reviews current research on metacognition. Demonstrates an awareness of and attention to problems developmental readers face using metacognitive skills during instruction that may serve to reduce these readers' tendency to practice improper learning behavior, thereby improving their problem-solving efforts.

ERIC®

Focused Access to Selected Topics No. 43
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Post-Secondary Developmental Reading

by Jerry Johns and Sandy Krickeberg

At the post-secondary level, educators face a diverse student population that, in addition to the traditional student, includes students with special needs such as learning disabilities. To meet this range of abilities, the reading process must be thoroughly understood. The purpose of this *FAST Bib* is to provide sources of information about college reading. The references pertain to research about college reading, the reading process, and/or strategies for instruction. Also included are references to discussions of specific content area study skills, as well as students with particular special needs.

Overview and Research

Collins-Eiland, Karen; and others. "Effects of Conversational Noise, Locus of Control, and Field Dependence/Independence on the Performance of Academic Tasks," *Contemporary Educational Psychology*, v11 n2 p139-49 Apr 1986.

Evaluates the effects of conversational noise on the comprehension/retention of 2000-word text excerpts. Describes an experiment in which students studied under noise conditions and under nonnoise conditions. Reports no significant differences between groups but identifies subgroups that showed significant differences.

Goetz, Ernest T.; and others. "The Author's Role in Cueing Strategic Processing of College Textbooks," *Reading Research and Instruction*, v27 n1 p1-11 Fall 1987.

Examines the nature and prevalence of author-provided cues to effective processing in introductory college textbooks in psychology and biology. Concludes that the authors of the texts chose cues that would be effective even with relatively passive learners and rarely chose cues that demand much activity from readers.

Hunter, Paul; Pearce, Nadine. "Writing, Reading, and Gender," *Journal of Developmental Education*, v12 n1 p20-22, 24-26 Sep 1988.

Reviews research on sex differences in language use. Describes a study of the language patterns of female college students in basic writing or freshman composition. Addresses instructional implications. Reviews relevant reading theories, discusses the relationship between women's language patterns and their reading schemata, and recommends novels for remedial women readers.

Hynd, Cynthia R.; and others. "Computers in the College Reading Program: A Basic Primer." College Reading and Learning Assistance Technical Report 86-05. 1986. 18p. [ED 269 753]

Explains a categorization scheme to use while reviewing and evaluating computer programs. Describes the types of programs pertinent to the needs of college reading instructors. Suggests that organization of curriculum and goals of instruction should be considered. Provides guidelines for evaluating program needs as well as software before purchasing new computer materials. Includes a software evaluation sheet and list of technical reports.

Reed, Keflyn X. "Expectation vs. Ability: Junior College Reading Skills." 1988. 9p. [ED 295 706]

Describes a study conducted at a junior college designed to determine whether students' perceptions of their reading abilities could be used to predict their actual reading skills. Finds that students' perceptions of their skill levels were statistically independent of their actual skill levels.

Stahl, Norman A.; and others. "The Materials of College Reading Instruction: A Critical and Historical Perspective from 50 Years of Content Analysis Research." College Reading and Learning Assistance Technical Report 87-03. 1987. 40p. [ED 296 281]

Focuses on research from the mid-1920s to the mid-1980s, examining the published content analyses of college reading texts from the standpoint of which methods were used, specific information presented in respective content analyses, and observed trends in content presentation that have emerged since the mid-1920s. Reveals the following conclusions: (1) a consensus across texts as to what constituted effective study methods did not exist; (2) research evidence for most of the advocated techniques was

missing; (3) adequate instruction and practice for presented skills and subskills were limited in scope and validity; (4) the transfer value of many practice activities to actual post-secondary reading and study tasks was in question; and (5) reliance on impressionistic evidence rather than research and statistical evidence was the norm.

Reading Process and Strategies

Heller, Mary F. "Comprehension Monitoring Strategies of College Reading Methods Students," *Reading Horizons*, v29 n1 p51-61 Oct 1988.

Reports a study that examined the way college students in a reading methods course learned about and demonstrated the strategies they used to construct the main idea of an essay. Concludes that teacher modeling and concrete examples are important to all levels of instruction, kindergarten through university senior.

Randall, Alice; and others. "Using Think-Aloud Protocols Diagnostically with College Readers," *Reading Research and Instruction*, v25 n4 p240-53 Sum 1986.

Outlines procedures used in an investigation of college students' thinking aloud protocols and discusses the framework developed for differentiating student-text interactions and identifying the common problems of less able comprehenders. Suggests ways to use protocols to look into the ways students comprehend texts, to identify comprehension problems, and to find cues for subsequent instruction.

Smith, Brenda D.; and others. "The Effect of Imagery Instruction on Vocabulary Development." College Reading and Learning Assistance Technical Report No. 87-05. 1987. 23p. [ED 291 076]

Explores the usefulness of imagery as a learning tool in a classroom situation. Investigates whether a visual image has an additive effect on the recall of definitions of previously unknown English words. Determines whether providing an image portraying the definition of the word promoted more effective learning. Finds that the group which received definition, sentence, and visual image performed significantly better than the first group receiving only the definition, indicating that visual imagery can be used successfully as part of an instructional technique in vocabulary development programs at the college level.

Stephens, Elaine C.; and others. "The Cloze Procedure as Predictor of Undergraduate Achievement in Introductory Courses." 1986. 7p. [ED 285 134]

Investigates the adaptability of the cloze procedure for use in undergraduate courses, specifically examining the relationship between cloze performance tests and student achievement. Indicates a moderately strong association between the results on the cloze tests and the students' final grades. Verifies the findings by applying the procedure to students in introductory classes in three other disciplines: sociology, psychology, and biology. Indicates a positive correlation between cloze test results and final course grades. Suggests that the cloze procedure could serve as a useful predictor of class performance in many undergraduate introductory classes, with the potential for improving undergraduate instruction if used to select better textbooks and as an aid in making basic instructional decisions.

Study Skills

Blanchard, Jay; Mikkelson, Vincent. "Underlining Performance Outcomes in Expository Text," *Journal of Educational Research*, v80 n4 p197-201 Mar-Apr 1987.

Investigates test performance outcomes for college students using underlining as a study strategy. Concludes that, regardless of study time and reading achievement, underlining was popular because it helped to ensure recall of information from underlined text segments.

Horowitz, Daniel M. "What Professors Actually Require: Academic Tasks for the ESL Classroom," *TESOL Quarterly*, v20 n3 p445-62 Fall 1986.

Analyzes the actual writing assignments and essay tests given to college students. Shows that tests and assignments were mostly highly controlled and fell into seven categories, including summary of/reaction to reading, comma-annotated bibliography, and research project. Discusses implications for creating tasks in the English for Academic Purposes classroom.

Nist, Sherrie L. "Teaching Students to Annotate and Underline Text Effectively—Guidelines and Procedures." College Reading and Learning Assistance Technical Report No. 87-02. 1987. 19p. [ED 281 155]

Explains how annotating/underlining serves a dual function: students can isolate key ideas at the time of the initial reading and then study those ideas later as they prepare for tests. Describes annotate/underline principles that are effective for students. Gives guidelines for teaching the strategy.

Samuels, S. Jay; and others. "Adults' Use of Text Structure in the Recall of a Scientific Journal Article," *Journal of Educational Research*, v81 n3 p171-74 Jan-Feb 1988.

Examines how knowledge of text structure may aid in comprehension and recall. Students were assigned to read a canonical or a noncanonical text after half of them received instruction in text structure. Evaluates written recall of the text for comprehension. Discusses methodology and results.

Scales, Alice M. "Teaching College Reading and Study Skills through a Metacognitive-Schema Approach." 1987. 39p. [ED 298 428]

Describes a reading and study skills course for college students, based on concepts of metacognition and schema. Explains how students make use of their self-knowledge, their learned study and reading skills, and their understanding of things, people, language, etc., to make sense from their textbooks and to apply that textbook knowledge appropriately to tasks. Emphasizes self-questioning strategies, word-learning skills, listening and note-taking skills, library skills, test-taking techniques, and time management skills.

Simpson, Michele L.; and others. "PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing." College Reading and Learning Assistance Technical Report 87-04. 1987. 22p. [ED 292 097]

Examines PORPE, a comprehensive strategy system using writing, which was originally created for students who wanted to know how to study for essay examinations in their college courses. Investigates the effectiveness of PORPE, with students in a developmental college reading class. Shows that the students trained in PORPE scored significantly better on their initial, and even delayed, essay and multiple-choice exams.

Simpson, Michele L. "Teaching University Freshmen to Employ, Regulate, and Transfer Study Strategies to the Content Areas." 1986. 13p [ED 272 850]

Determines whether students have study strategies that they can transfer to future learning tasks. Uses a content-based model, the Supportive Seminar, which can teach college students how to employ effective and appropriate study strategies and help students to plan, monitor, and evaluate their own independent learning. Reports that students transferred the appropriate strategies, regularly used many of the strategies learned in the seminar, were aware of the underlying processes and the uniqueness of each strategy, and would highly recommend a Supportive Seminar to a friend. Concludes that Supportive Seminars are credible delivery models that adhere to a content-based philosophy of college reading.

Witkowski, Joseph C. "Solving Problems by Reading Mathematics," *College Teaching*, v36 n4 p162-65 Fall 1988.

Describes a course at the University of Georgia that helps students acquire problem-solving skills so that ultimately the entire remedial program improves, giving students with major deficiencies in basic skills a better chance to succeed in their regular university courses.

Students with Special Needs

Aaron, P.G.; Phillips, Scott. "A Decade of Research with Dyslexic College Students: A Summary of Findings," *Annals of Dyslexia*, v36 p44-66 1986.

Reviews the findings from an analysis of several research projects involving dyslexic college students. Determines typical student characteristics are slow reading rate, error-prone oral reading, poor spelling, grammatically incorrect writing, poor mastery of grapheme-phoneme relationships, and adequacy of oral language skills.

Aaron, P.G. "Developmental Dyslexia: Is It Different from Other Forms of Reading Disability?" *Annals of Dyslexia*, v37 p109-25 1987.

Compares college students in a dyslexia group to a non-specific reading-disabled group. Compares controls on cognitive and reading-related skills. Indicates that poor decoding skills characterized the dyslexic reader, whereas the non-dyslexic poor reader displayed more generalized cognitive deficits.

Balajthy, Ernest; Waring, Eileen Whitcraft. "Dyslexia and the College Student." 1988. 24p. [ED 297 313]

Summarizes recent research in the field of learning disabilities and other sources of information which may prove useful to college-level reading instructors in teaching the college-level dyslexic. Identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs with an emphasis on the particular programs associated with the adult learning disabled student. Suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual. Lists suggestions for college faculty and the characteristics of learning-disabled college students.

BEST COPY AVAILABLE

Ingram, Cregg F.; Dettenmaier, Lois. "LD College Students and Reading Problems," *Academic Therapy*, v22 n5 p513-18 May 1987.

Reviews literature regarding learning-disabled college students and their reading problems. Suggests that these students have difficulty focusing attention while reading and that compensation strategies should include: using "talking books"; requesting testing options; recording lectures; and organizing schedules to maximize use of resources and time.

ERIC®

Focused Access to Selected Topics No. 40
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Eye Movements and the Reading Process

by Susan M. Watts

Since the turn of the century, researchers have studied eye movements to increase their knowledge of the reading process. Early eye movement research focused on physiological characteristics of eye movements during reading, such as perceptual span, fixations, saccades, and regressions. Within the past twenty years, much of the early research has been replicated, and early findings have been confirmed with the use of highly sophisticated measurement devices; however, much eye movement research today is concerned with the cognitive processes behind reading. In such research, eye movements are considered to be a reflection of those higher mental processes.

This *FAST Bib* addresses recent trends in eye movement research. Sources cited reflect concern with the reading of continuous text as opposed to the identification of letters or words in isolation and, with the exception of the citation provided to give an overview, are divided into three sections: Perceptual Processes, Cognitive Processes, and Reading Disability and Dyslexia.

Overview

Rayner, Keith. "Eye Movements in Reading and Information Processing," *Psychological Bulletin*, v85 n3 p618-60 May 1978.

Presents a comprehensive review of studies of eye movements in reading and of other information processing skills such as picture viewing, visual search, and problem solving.

Perceptual Processes

Lefton, Lester A.; and others. "Eye Movement Dynamics of Good and Poor Readers: Then and Now," *Journal of Reading Behavior*, v11 n4 p319-28 Win 1979.

Assesses eye movements of good and poor readers—third graders, fifth graders, and adults. Finds that fifth-grade students who were poor readers had relatively unsystematic eye movements with more fixations of longer duration than did good readers (both fifth-grade students and adults).

McConkie, George W. "Eye Movement Monitoring in the Study of Silent Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 9p. [ED 184 050]

Summarizes the conclusions reached by eye movement studies regarding fixation duration and the region of text read during a fixation. Discusses the advantages of using an eye movement monitor connected to a computer-controlled text display in eye movement research.

McConkie, George W. "Eye Movements and Perception during Reading." Center for the Study of Reading, Urbana, IL. 1982. 86p. [ED 215 306]

Reviews the research on the visual perceptual processes occurring as people are engaged in the act of reading. The issues that are examined include the control of eye movements, perception during a fixation, and perception across successive fixations.

McConkie, George W.; Rayner, Keith. "The Span of the Effective Stimulus during Fixations in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1973. 12p. [ED 083 579]

Presents a study in which text displayed on a cathode ray tube was varied as to the number of characters shown (size of the window). Changes in window size produced a clear effect, with a reduction in size to thirteen characters resulting in less efficient eye movement patterns.

McConkie, George W.; and others. *Perceiving Words during Reading: Lack of Facilitation from Prior Peripheral Exposure. Technical Report No. 243.* Center for the Study of Reading, Urbana, IL 1982. 55p. [ED 217 400]

Reports the results of a study in which the eye movements of sixteen college students were monitored as they read short texts on a cathode ray tube. Finds that words were read only when directly fixated and that word identification was not facilitated by information obtained peripherally prior to the fixation.

Morrison, Robert E.; Inhoff, Albrecht-Werner. "Visual Factors and Eye Movements in Reading," *Visible Language*, v15 n2 p129-46 Spr 1981.

Discusses the effects of variations in the physical attributes of text on eye movement behavior and the effects of physical word cues processed in the reader's parafoveal vision.

Rayner, Keith. "Eye Movements and the Perceptual Span in Beginning and Skilled Readers," *Journal of Experimental Child Psychology*, v41 n2 p211-36 Apr 1986.

Reports four experiments comparing the perceptual span in second-, fourth-, and sixth-grade readers and skilled adult readers. Suggests that the size of the perceptual span is variable and is influenced by text difficulty. Concludes that the size of the perceptual span does not cause slow reading rates in beginning readers.

Wolverton, Gary S. "The Acquisition of Visual Information during Fixations and Saccades in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 178 861]

Designs an experiment to identify the points at which information is acquired during reading. Finds that while little, if any, information is obtained during the saccade, visual information is being acquired throughout the fixation and the kind of information being acquired may change over the course of the fixation. Finds that eye movements respond to stimulus manipulations within the fixation as well.

Cognitive Processes

Alessi, Stephen M.; and others. "An Investigation of Lookbacks during Studying." *Technical Report No. 140.* Center for the Study of Reading, Urbana, IL 1979. 40p. [ED 177 494]

Investigates the effects of looking back at relevant sections of previously read text on comprehension. Finds that after reading 24 pages of text and inserted comprehension questions, answering in the lookback condition showed better comprehension of later information that was dependent upon the prerequisite information.

Blanchard, Harry E. "The Effects of Pronoun Processing on Information Utilization during Fixations in Reading." *Technical Report No. 405.* Center for the Study of Reading, Urbana, IL. 1987. 17p. [ED 284 183]

Tests the hypothesis that the time it takes for information to be analyzed by a reader is sometimes delayed because the analysis of previously obtained information is not yet complete. Manipulates comprehension difficulty of text by varying the distance between a pronoun and its referent with the intent of delaying processing effects. Finds insufficient support for the hypothesis.

Blanchard, Harry E.; Iran-Nejad, Asghar. "Comprehension Processes and Eye Movement Patterns in the Reading of Surprise Ending Stories," *Discourse Processes*, v10 n1 p127-38 Jan-Mar 1987.

Examines the eye movement patterns of skilled adult readers when encountering a surprise ending to a story. Suggests that processing at the discourse level must be considered as an influence on the eye movement control system.

Carpenter, Patricia A. *Comprehension Processes in Reading, Final Report.* Carnegie-Mellon University, Pittsburgh, PA. 1980. 70p. [ED 198 479]

Conducts two studies examining short-term memory capacity and eye fixations as part of the reading comprehension process. Finds that readers made longer pauses at points of increased processing such as encoding infrequent words and making inferences.

Just, Marcel Adam; Carpenter, Patricia A. "A Theory of Reading: From Eye Fixations to Comprehension," *Psychological Review* v87 n4 p329-54 Jul 1980.

Presents a model of reading focusing on eye fixations as related to various levels of reading-words, clauses, and text units. Associates longer pauses with greater processing difficulty for a group of undergraduate students reading scientific articles.

McConkie, George W.; and others. "Some Temporal Characteristics of Processing during Reading." *Technical Report No. 331.* Center for the Study of Reading, Urbana, IL. 1985. 65p. [ED 255 862]

Reports on an experiment that examined (1) whether letters that lie in the center of vision are used earlier in the fixation than letters further to the right, (2) how soon after a stimulus event can that event affect eye movement control, and, (3) how soon in a fixation can the presence of an orthographically inappropriate letter string be shown to influence eye movement decisions. Suggests that the response time of the eyes is shorter than is usually proposed in theories of visual processing, and that eye movement decisions are made later in the fixation than has often been assumed.

McConkie, George W.; and others. "What Is the Basis for Making an Eye Movement during Reading?" *Technical Report No. 287.* Center for the Study of Reading, Urbana, IL. 1983. 23p. [ED 234 374]

Investigates three hypotheses concerning the cognitive basis for making an eye movement during reading. Finds from review of the literature that the decision to move the eyes can be influenced by visual information acquired on the fixation which immediately precedes the movement, but processing of that information is not necessarily completed by the time the decision is made.

Pollatsek, Alexander; Rayner, Keith. "Eye Movement Control in Reading; The Role of Word Boundaries," *Journal of Experimental Psychology: Human Perception and Performance*, v8 n6 p817-33 Dec 1982.

Presents three experiments which investigate the functions of spaces between words in adult reading of text. Obtains results consistent with a two-process theory in which filling spaces in the parafoveal region disrupts guidance of the reader's next eye movement, and filling spaces in the foveal region disrupts processing of the fixated word as well.

Shebilske, Wayne L.; Fisher, Dennis F. "Eye Movements Reveal Components of Flexible Reading Strategies." Paper presented at the 30th Annual Meeting of the National Reading Conference, 1980. 16p. [ED 199 648]

Reports the results of a study of reading flexibility as monitored in two college graduates. Tests subjects after they have read an expository selection two times, and correlates eye movement patterns from the first reading with those from the second. Supports the notion that both macro and micro variations in eye movement patterns resulted from flexible reading strategies under voluntary control.

Zola, David. "The Effect of Redundancy on the Perception of Words in Reading." *Technical Report No. 216.* Center for the Study of Reading, Urbana, IL. 1981. 116p. [ED 208 367]

Presents a detailed examination of twenty college students' eye movement patterns as they read a group of selected passages containing manipulations of word variables that involved interword redundancy and distorted spelling patterns. Supports the claim that language constraint does affect the manner in which information in text is processed during reading and suggests that certain aspects of visual detail have a high degree of cognitive prominence.

Zola, David. "The Effects of Context on the Visual Perception of Words on Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 184 075]

Presents observations of twenty college students reading video displays of texts to determine how readers fixate a word that is linguistically and contextually redundant and whether readers use less visual information when perceiving these highly redundant words. Finds very small differences between high and low redundancy conditions, raising doubts about the popular notion that interword context influences reading behavior.

Reading Disability and Dyslexia

Pavlidis, George Th. "Eye Movements in Dyslexia: Their Diagnostic Significance," *Journal of Learning Disabilities*, v18 n1 p42-50 Jan 1985.

Reviews the research suggesting that dyslexics' erratic eye movements are not simply a consequence of poor reading skills and that results of non-reading eye movement tasks demonstrate the influence of a brain malfunction. Reports that eye movement patterns and characteristics in the nonreading "lights" tests differentiated dyslexics from advanced, normal, and retarded readers.

Pavlidis, George Th. "How Can Dyslexia Be Objectively Diagnosed?" *Reading*, v13 n3 p3-15 Dec 1979.

Describes experiments showing that the eye movement patterns of dyslexic children differed from those of normal and backward readers during both a reading and a nonreading task. Discusses possible causes of dyslexia and ways of diagnosing it.

Rayner, Keith. "Eye Movements, Perceptual Span, and Reading Disability," *Annals of Dyslexia*, v33 p163-73 1983.

Reviews research on the perceptual span and control of eye movements during normal reading and on the nature of eye movements in dyslexia. States that eye movements, rather than being the cause of dyslexia, reflect underlying neurological problems.

Rayner, Keith. "The Role of Eye Movements in Learning to Read and Reading Disability," *Remedial and Special Education (RASE)*, v6 n6 p53-60 Nov-Dec 1985.

Discusses characteristics of eye movements during reading for skilled, beginning, and disabled readers. Argues that eye movements are not a cause of reading problems and that training children with reading problems to make smooth, efficient eye movements will not increase their reading ability.

ERIC®

Focused Access to Selected Topics No. 37
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Strategies to Help Dyslexic Students

by Michael Shermis

Dyslexia is fast becoming the most discussed reading disability. A search of the ERIC database reveals that numerous resources are now available for the instruction of dyslexic students. This *FAST Bib* includes citations from the period 1982 to 1988 and is divided into three sections: Overview, Instructional Strategies, and Research.

Overview

Facts about Dyslexia. Bethesda, MD: National Inst. of Child Health and Human Development; Towson, MD: Orton Society, 1986. 16p. [ED 274 123]

Developmental dyslexia is a specific learning disability characterized by difficulty in learning to read. Some dyslexics may also have difficulty learning to write, to spell, and to speak or work with numbers. Some researchers estimate that as many as 15 percent of American students may be classified as dyslexic. The prognosis for dyslexic students is mixed because there is a wide diversity of both symptoms and degrees of severity. However, it is clear that an effective remedial program is crucial and that early diagnosis and treatment are essential.

Lundquist, Arlene J.; Nash, Robert. "Remediating Language Deficient/Dyslexic College Students: An Interview with Robert Nash," *Journal of Developmental Education,* v12 n1 p16-19 Sep 1988.

Responses by Robert Nash to questions concerning problems associated with dyslexia, the social/emotional impact of learning disabilities, and the University of Wisconsin's Project Success for language deficient/dyslexic students.

Taylor, David. "Identifying and Helping the Dyslexic Writer," *Journal of Developmental & Remedial Education,* v9 n2 p8-11, 31 1985.

Provides information on the definition, etiology, and incidence of dyslexia. Presents guidelines to help developmental educators identify and test dyslexic students. Suggests helping strategies and discusses the basics of language retraining in the areas of reading, spelling, and writing.

Wilson, Edward, Ed. "The Special Student," *English in Texas,* v18 n3 Spr 1987. 43p. [ED 283 206]

Addresses the challenges and rewards of dealing with the many types of students that can be found in today's English classrooms including the gifted, handicapped, dyslexic, and other learning disabled.

Instructional Strategies

Arms, Valarie M. "A Dyslexic Can Compose on a Computer," *Educational Technology,* v24 n1 p39-41 Jan 1984.

Describes the strategies used by a technical writing teacher who encouraged a dyslexic university engineering student to use a microcomputer as an aid in composition writing. Discusses how a word processing program was used to make the writing process easier and increase the student's self-confidence.

Bancroft, W. Jane. "Three Methods for Language Acquisition: Total Physical Response; the Tomatis Program; Suggestopedia." Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages, 1984. 22p. [ED 253 092]

Discusses the Tomatis program, a method for treating dyslexia and communication problems that is also used for teaching basic elements of foreign languages.

Bellan, Ruth L. "The Integrated Method of Reading Therapy," *Journal of Learning Disabilities,* v19 n5 p271-73 May 1986.

Describes an approach to helping dyslexic children by making the learning situation as painless as possible and helping students accept responsibility for more careful scrutiny and accurate decoding.

Blau, Harold; Loveless, Eugene J. "Specific Hemispheric-Routing—TAK/v to Teach Spelling to Dyslexics: VAK and VAKT Challenged," *Journal of Learning Disabilities,* v15 n8 p461-66 Oct 1982.

Suggests a revised concept of multimodality, multisensory instruction which minimizes the vi-

sual modality to deal primarily with the severe spelling difficulties of the dyslexic and of others with a similar language problem.

Burrows, Dian; Wolf, Beverly. "Creativity and the Dyslexic Child: A Classroom View," *Annals of Dyslexia*, v33 p269-74 1983.

Multisensory techniques can be used to provide opportunities for creative expression for children with specific language disabilities. Dramatics, art, movement activities, music, poetry, and dancing can help meet the children's emotional needs while also enhancing their self-concepts.

Cicci, Regina. "Dyslexia: Especially for Parents," *Annals of Dyslexia*, v37 p203-11 1987.

Outlines the characteristics of dyslexia and its educational implications. Stresses parental understanding of the problem and support for intervention efforts. Suggests various learning activities, along with guidelines to help the child cope with the disability, become better organized, study for tests, etc.

Cox, Aylett R. "Alphabetic Phonics: An Organization and Expansion of Orton-Gillingham," *Annals of Dyslexia*, v35 p187-98 1985.

Alphabetic Phonics, a sequential language curriculum, is an extension of the Orton-Gillingham-Childs multisensory teaching method. The curriculum includes modern behavioral, psychological, and educational theories and practice. Developed initially as remediation for dyslexics, Alphabetic Phonics is succeeding both with small groups of severely blocked dyslexics and as prevention in regular primary grade classrooms.

Dinsmore, Julie A.; Isaacson, Douglas K. "Tactics for Teaching Dyslexic Students," *Academic Therapy*, v21 n3 p293-300 Jan 1986.

Offers a checklist to help classroom teachers determine behaviors characteristic of dyslexic functioning (both visual-spatial and auditory-linguistic types). Suggests tactics for tailoring approaches to students' characteristics—strong visual/weak auditory processing skills or strong auditory/weak visual processing skills.

"Facets: How Can English Teachers Best Use Computers?" *English Journal*, v75 n2 p22-25 Feb 1986.

Four teachers discuss using the word processor to (1) teach writing; (2) help students with dyslexia; and (3) access an information retrieval service for research papers, as well as for other classroom purposes.

Greenwood, Julia Ann; and others. "Adapting a College Preparatory Curriculum for Dyslexic Adolescents. I: Rationale. II: The Focus: Confronting the Problems of What to Teach. III: Applications for the Classroom," *Annals of Dyslexia*, v33 p235-68 1983.

Focuses on adapting typical college preparatory curricula for dyslexic secondary students.

Hirsh Pasek, Kathy. "Beyond the Great Debate: Fingerspelling as an Alternative Route to Word Identification for Deaf or Dyslexic Readers," *Reading Teacher*, v40 n3 p340-43 Dec 1986.

Shows that fingerspelling makes learning the task of separating the word into its parts fun, as well as easier for some students.

Hynd, Cynthia R. "Instruction of Reading Disabled/Dyslexic Students," *Teacher Education and Practice*, v3 n2 p17-33 Fall-Win 1986-87.

Discusses current research and theory regarding neurological correlates of reading and various subtypes of reading disability. Contrasts remedial efforts versus compensatory instruction. Describes a diagnostic and instructional procedure. Provides a description of some instructional strategies for each subtype of reading disability.

Jones, Bobbie H. "The Gifted Dyslexic," *Annals of Dyslexia*, v36 p301-17 1986.

Offers guidelines for diagnosing and teaching the gifted dyslexic. Lists characteristics of the gifted and of children with attention-deficit disorders. Recommends a diagnostic battery. Includes educational suggestions for family involvement, remediation of academic skill deficits, and student guidance in developing organization and study skills.

Kitzen, Kay. "Math & the Dyslexic: Making the Abstract Concrete," *Suffolk Branch—Orton Dyslexia Society Spotlight*, v2 n2 Fall 1983. 5p. [ED 240 823]

Discusses several psychologists' views on how to teach math to dyslexics.

Koehler, Linda J. S.; Lloyd, Lyle L. "Using Fingerspelling/Manual Signs to Facilitate Reading and Spelling." Paper presented at the 4th Biennial Conference of the International Society for Augmentative and Alternative Communication, 1986. 15p. [ED 284 179]

Stresses the advantages of using the manual alphabet in classes of non-deaf students and how it is effective both for spelling and vocabulary instruction.

Lane, Martha A. *Handbook for Volunteer Reading Aides.* Philadelphia, PA: Lutheran Church Women, 1984. 160p. [ED 256 900]

Provides ideas to assist volunteer tutors participating in an adult literacy program. Includes a chapter on dyslexia.

Mende, Richard. "The L. D. College Student: Program Proposals." Paper delivered at the Annual Conference of the Association of Canadian Community Colleges, 1988. 13 p. [ED 299 001]

Discusses behaviors that may help instructors to identify dyslexic students, including poor reading, inability to reproduce the alphabet, and memory dysfunction.

Miles, Elaine. "A Rescue Service for All Dyslexic Children," *Annals of Dyslexia,* v35 p199-207 1985.

Discusses necessary conditions for success of cost-effective programs for dyslexic students. Suggests that efficiency can be improved by setting targets for entry to secondary school, referring children early, using structured phonic teaching methods and multisensory materials, collaborating with other teachers, and involving parents.

Ngandu, Kathleen M. "Dyslexia and Severe Reading Disability." Washington, DC: American Federation of Teachers, 1981. 9p. [ED 235 168]

Contains advice for the teacher in diagnosing dyslexia and developing an individualized program for overcoming severe reading problems.

Research

Bradley, John M.; Thalgott, Mary R. "Reducing Reading Anxiety," *Academic Therapy,* v22 n4 p349-58 Mar 1987.

Discusses a case study of a dyslexic elementary student which revealed that anxiety about reading difficulties complicated instruction and impeded progress. A supportive classroom environment (which did not request oral right reading), choral repeated reading, a video oral reading production, and a desensitization/visualization exercise reduced the child's anxiety and helped to improve his reading skills.

Bruce, David James. "Coping with Dyslexia." Paper presented at the 8th World Conference of Applied Linguistics, 1987. 10p. [ED 299 560]

Follows up a study on 75 dyslexic young adults who had been referred to the Word-Blind Centre in London, England to examine remedial help received. Finds that: (1) those who received remedial help at the Centre regarded their experience as some sort of salvation; (2) early training in spelling skills was a critical factor in later improvement in spelling; (3) oral reading improvement was more a general effect of remedial teaching than of specific programs at the Centre; (4) subjects scored well on a variety of tests on science and technical subjects, but very low in the traditional arts subjects; (5) a majority of the subjects' occupations exhibited a downward shift in status compared to that of their fathers; and (6) coping strategies such as relying on amanuenses, "camouflaging," taking written work home, or relying on memory were used by most of the subjects.

Goodacre, Elizabeth. "Reading Research in Great Britain—1985," *Reading,* v21 n1 p16-29 Apr 1987.

Reviews research in the areas of reading standards and tests, reading development, dyslexia and specific reading retardation, and reading materials and interests.

Hicks, Carolyn. "Remediating Specific Reading Disabilities: A Review of Approaches," *Journal of Research in Reading,* v9 n1 p39-55 Feb 1986.

Examines the evidence for and against three major approaches to the teaching of specific reading disabled children: the process approach, the specialist method, and the modality/treatment interaction method. Concludes that all differ in terms of their assumptions and consequent remediation, and all have a number of associated difficulties.

Johansen, Kjeld. "Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties." 1988. 12p. [CS 009 456]

Examines the hearing of learning disabled students (such as dyslexics) in an attempt to classify, identify, and design auditory stimulation procedures. Finds that many of the learning disabled students had a left ear advantage while many of the control group had right ear advantage and that left-handed students were more likely to have learning disabilities than right-handed students.

Johansen, Kjeld. "Hearing: An Overlooked Fact in Relationship to Dyslexia." Paper presented at the 21st Annual Meeting of the Nordic Congress on Special Education, 1988. 24p. [ED 299 549]

Discusses sophisticated neurological research showing that early problems with auditory perception can result in long-range negative effects for the linguistic processes in general, which must be assumed to be correlated with induced

degenerative changes in the auditory system and perhaps in the brain's linguistic sector. Also shows that the reading disabled have a significantly different perception of auditory stimuli than normal readers and that dichotic listening reveals these differences.

Lane, Colin H.; Chinn, Stephen J. "Learning by Self-Voice Echo," *Academic Therapy*, v21 n4 p477-81 Mar 1986.

The ARROW (Aural, Read, Respond, Oral, Written) Technique using students' self-voice echoing was the most effective method in helping 25 dyslexic adolescents learn their multiplication tables compared to tutor voice, read and say, and write and say methods.

MacKinnon, G. E.; Waller, T. Gary, Eds. *Reading Research: Advances in Theory and Practice*. Volume 4. New York, NY: Academic Press, Inc., 111 Fifth Ave., 1985. ($45.00) 262p. [ED 261 357; not available from EDRS]

Focuses on the nature of reading and reading disabilities, with implications for both theory and practice. Provides an outlet for systematic and substantive reviews, both empirical and theoretical, and for extended integrative reports of programatic research.

Phelps, Joanne; Stempel, Lynn. "Revisiting an 'R'—News and Views of Writing." 1987. 11 p. [ED 292 282]

Discusses the importance of handwriting and how dyslexic students are denied access to understanding themselves after writing about their thoughts and feelings because they have difficulty recalling letter shapes and trouble transcribing them on paper.

Rothschild, Lois H. "Scholastic Aptitude Test Preparation for the Adolescent Dyslexic," *Annals of Dyslexia*, v37 p212-27 1987.

Asserts that Scholastic Aptitude Test skills of dyslexics can be enhanced through use of special test administration arrangements and a structured program of vocabulary development, test-taking strategies, and a pattern of analysis to improve reading comprehension. Two case studies illustrate the impact of drill and reinforcement, multimodal imagery techniques, and overlearning.

Snow, Mary B. *Survey of Programs for Low-Achieving Students: Practices, Opinions, and Recommendation*. Carson City, NV: Nevada State Department of Education, 1987. 47 p. [ED 290 273]

Examines diagnostic tools and remedial programs for students with dyslexia and other learning problems.

Wagner, Rudolph F. "Polyglot Dyslexia: A New Virus?" *Academic Therapy*, v19 n5 p621-25 May 1984.

Notes difficulties facing bilingual students with learning disabilities and outlines remedial considerations, including the need for establishing a dominant language and diagnosing errors in one or both languages.

ERIC

Focused Access to Selected Topics No. 33
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Writing Apprehension

by Michael Shermis

Instructors of students experiencing writing apprehension can always use new strategies to put their students at ease. A search of the ERIC database produced the following citations on writing apprehension, all from the period 1985 to 1989. The first section lists sources of teaching ideas. Citations in the second section deal with the use of computers in alleviating writing apprehension. Articles and papers in the third section discuss writing apprehension in students with special needs. The last section presents references to the latest research on writing anxiety.

Instructional Strategies

Hulce, Jim. "Dewriting: Breaking into Writing," *Exercise Exchange*, v32 n2 p7-9 Spr 1987.

Suggests motivating writing apprehensive students by asking them to "remodel" passages from novels, magazines, or newspapers that have been stripped of details, descriptions, and compound sentences.

Keller, Rodney D. "The Rhetorical Cycle: Reading, Thinking, Speaking, Listening, Discussing, Writing." Paper presented at the 36th Annual Meeting of the Conference on College Composition and Communication, 1985. 13p. [ED 257 099]

The rhetorical cycle is a step-by-step approach that provides classroom experience before students actually write, thereby making the writing process less frustrating for them. This approach consists of six sequential steps: reading, thinking, speaking, listening, discussing, and finally writing.

McGee, Patrick. "Truth and Resistance: Teaching as a Form of Analysis," *College English*, v49 n6 p667-78 Oct 1987.

Draws a parallel between the resistance experienced by a patient in psychoanalysis and the resistance expressed by students in composition or literature courses.

Perdue, Virginia. "Confidence vs. Authority: Visions of the Writer in Rhetorical Theory." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 15p. [ED 280 058]

By building up the confidence of student writers, writing teachers hope to reduce the hostility and anxiety so often found in authoritarian introductory college composition classes. Process-oriented writing theory implicitly defines confidence as a wholly personal quality resulting from students' discovery that they do have "something to say" to readers. However, the social dimension of the writing act is lost in such a formulation. Peer group revision, journal writing, portfolios of student writing samples, and revision after turning in the paper are all methods that build personal confidence and social authority—all help dilute the concentration of authority in the teacher and give students a stake in what goes on both in the classroom and in their own writing.

Ruszkiewicz, John J. "Assuming Success: The Student Writer as Apprentice," *Freshman English News*, v15 n3 p13-15 Win 1987.

Advocates teachers' belief in students' ability to achieve writing success, rather than assuming failure that results in a self-fulfilling prophecy.

Silver, Kathi O. "The Extended Conference: A Technique to Encourage Writing," *English Journal*, v78 n1 p24-27 Jan 1989.

Describes a combined process-writing approach and extended-conference method of writing instruction applied to eighth grade students. Presents the experiences of several students who refused to write at first but soon became proud of their writing after several extended conferences.

Tighe, Mary Ann. "Reducing Writing Apprehension in English Classes." Paper presented at the 6th Annual Meeting of the National Council of Teachers of English Spring Conference, 1987. 18p. [ED 281 196]

In an effort to reduce student writing apprehension, an informal, in-class study was conducted in a lower-level college writing course at

an Alabama university. Throughout the course, all writing was based on student experiences and came from student journals, all assignments were completed in class and reviewed in small group discussions, and specific criteria from a rating scale used to evaluate student essays were discussed. Findings from these observations and Writing Apprehension Test (WAT) posttest scores indicated that 13 students were less apprehensive about their writing after the course than before it. In addition, results showed that students wrote more in their later essays, suggesting a greater willingness to commit themselves on paper.

Unger, Brian. "Operation Extermination: How to Deal with Writer's Apprehension," *Highway One*, v9 n3 p29-33 Fall 1986.

Offers a test for identifying students with writing apprehension and offers strategies for dealing with these students.

Computers and Writing Instruction

Herrmann, Andrea W. "Teaching Teachers to Use Computers as Writing Tools," *English Education*, v20 n4 p215-29 Dec 1988.

Describes an ethnographic study of an in-service graduate course designed to help teachers use computers to teach writing and other skills to the academically able. Claims the course significantly reduced teachers' computer anxiety and their writing apprehension.

Le, Thao. "Computers as Partners in Writing: A Linguistic Perspective," *Journal of Reading* v32 n7 p606-10 Apr 1989.

Argues that computers can be useful partners in the writing process even for reluctant or poor writers. Describes from a linguistic perspective factors that help explain why writing is a difficult task and briefly describes several computer programs which are based on such factors.

Teichman, Milton; Poris, Marilyn. *Wordprocessing in the Classroom: Its Effects on Freshman Writers.* 1985. 59p. [ED 276 062]

To learn more about the impact of word processing on the writing of college freshmen, a study investigated several aspects of how using word processing affects the writing process, including whether word processing affects writing anxiety. Findings showed that using computers significantly reduced writing apprehension while also increasing a student's ability to recognize standard written English.

Teichman, Milton; Poris, Marilyn. "Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers." Paper presented at the 39th Annual Meeting of the Conference on College Composition and Communication, 1988. 33p. [ED 294 217]

Examines the initial effects of word processing on essay-writing performance and on writing apprehension. Eighty students wrote essays using terminals linked to a mainframe computer (experimental group), while another 80 students wrote essays in the traditional mode using pens, pencils, or typewriters (control group). Finds that the experimental group made greater progress than the control group from the pre- to post-essay test, but the same group did not demonstrate superior performance on the six required essays of the course. For writing apprehension, there was no significant difference between the two groups.

Varner, Iris I.; Grogg, Patricia Marcum. "Microcomputers and the Writing Process," *Journal of Business Communication*, v25 n3 p69-78 Sum 1988.

Assesses the microcomputer's effects on the process and quality of business writing, focusing on writing anxiety, computer anxiety, time spent in writing, writing quality, and the relationship of gender to these variables. Concludes that the most significant predictor of quality is initial writing ability.

Special Needs Students

Baxter, Barbara. "Basic Writing: Breaking through the Barriers of Apathy and Fear." Paper presented at the 22nd Annual Meeting of the Southeastern Conference on English in the Two-Year College, 1987. 13p. [ED 286 202]

When students have difficulty writing, it is often because they are apathetic or afraid of failing, rather than because of a serious lack of skill. Basic writing teachers must break through student apathy and fear before the students can make progress. There are several methods to help students to regard writing as a conquerable skill, providing them with the impetus for further self-directed learning.

Betancourt, Francisco; Phinney, Marianne. "Sources of Writing Block in Bilingual Writers," *Written Communication*, v5 n9 p461-78 Oct 1988.

Presents findings of a descriptive study designed to compare instances of writer's block in English and Spanish, among and within three groups of bilingual writers. Tries to determine if the same writing factors stymie both the novice

bilingual writer and the practiced bilingual writer. Suggests ways to lessen writing apprehension.

Brown, Stuart; and others. "Reading-Writing Connections: College Freshman Basic Writers' Apprehension and Achievement." Paper presented at the 37th Annual Meeting of the Conference on College Composition and Communication, 1986. 18p. [ED 274 965]

Focusing on the relationships between performance, skills, and attitudes, a study conducted at the University of Arizona measured the effects of reading and writing apprehension on basic writers. Results suggested that the course, designed to equip students with strategies for composing, helped students gain the confidence necessary to increase writing skill.

Wolcott, Willa; Buhr, Dianne. "Attitude as It Affects Developmental Writers' Essays," *Journal of Basic Writing*, v6 n2 p3-15 Fall 1987.

Explores developmental students' attitudes toward writing as a reflection of their writing performance. Finds that the skills of students with positive attitudes toward writing improved significantly more than did those of students with neutral or negative attitudes. Includes a student writing-attitude questionnaire and a questionnaire analysis sheet.

Recent Research

Aikman, Carol C. "Writing Anxiety—Barrier to Success." Paper presented at the National Adult Education Conference, 1985. 12p. [ED 262 191]

Research into writing anxiety is an offshoot of research into oral communication anxiety. At first, researchers thought that people with high oral communication anxiety tended to compensate by writing. However, when the Daly-Miller Writing Apprehension Test was used, it was found that the link between oral and written anxiety did not exist. Recent research is leading to the conclusion that anxiety is not the real culprit behind poor writing but is only a component of a negative attitude about writing. Writing may be improved by a change in the perceptions of the teacher/evaluator about writing attitudes. One of the ways to counteract writing anxiety is to improve the skills of the writer. Writing skills improvement courses in schools and work settings should be taught in nontraditional ways, and evaluation by teachers should be reduced, substituting peer or self-evaluation when possible.

Allen, Jeanne Vasterling. "Student Writing Apprehension: A Psychotherapeutic Approach." Paper presented at the Meeting of the Basic Writing Conference, 1985. 31p. [ED 270 793]

Writing apprehension needs to be understood, and solutions found for it, so that students' fears can be lessened and their success with writing increased. Carl Roger's client-centered, nondirective psychotherapy applies well to teaching composition. This approach was utilized in a class of freshman composition students in order to determine the degree of attitude improvement during one semester. Results indicated that it does not necessarily reduce writing apprehension, and that writing apprehension tests need to be given at the beginning of a course to identify fearful students so they can be helped.

Bennett, Kaye; Rhodes, Steven C. "Writing Apprehension and Writing Intensity in Business and Industry," *Journal of Business Communication*, v25 n1 p25-39 1988.

Tests the hypothesis that high writing-apprehensive subjects would differ significantly from low writing-apprehensive subjects regarding the writing intensity of their jobs. Suggests that where a lack of writing productivity exists in writing-intensive jobs, managers might explore writing-apprehension problems, or at least examine the match between levels of apprehension and writing requirements.

Bizarro, Patrick; Toler, Hope. "The Effects of Writing Apprehension on the Teaching Behaviors of Writing Center Tutors," *Writing Center Journal*, v7 n1 p37-43 Fall-Win 1986.

Reports on a study of writing apprehension in writing center tutors, results of which indicated a strong correspondence between various dimensions of writing apprehension and specific teaching behaviors that do not aid the student in problem detection or writing improvement.

Donlan, Dan. "When Teacher-Researchers Compare Notes on Writing Apprehension," *English Journal*, v75 n5 p87-89 Sep 1986.

Outlines research done by teachers on writing apprehension and concludes that teachers are natural researchers because they continually pose questions about the nature of their students and the effectiveness of their teaching.

Donlan, Dan; Andreatta, Sylvia. "Determining the Independence of Dispositional and Situational Writing Apprehension." Paper presented at the 6th Annual Meeting of the National Council of Teachers of English Spring Conference, 1987. 15p. [ED 279 023]

To determine whether teacher intervention in the form of experimentally manipulated variables would significantly change the level of students' dispositional writing apprehension, a study evaluated the effects of two classroom interventions—one apprehension-producing (AP) and one apprehension-reducing (AR). Findings showed that (1) the growth scores in the AP group were significantly different from those in the AR group; (2) the number of students experiencing decreased dispositional apprehension was significantly higher in the AR group than in the AP group; and (3) the number of students experiencing an increase in dispositional apprehension was significantly higher in the AP group than in the AR group.

Hollandsworth, Linda P. "How Personality and Background Affect Writing Attitudes." 1988. 32p. [ED 296 336]

Examines the effects of background and personality on the attitudes of developing writers. Finds a significant correlation between writers' attitudes and their personality traits, writing apprehension, and writing background.

McLeod, Susan. "Some Thoughts about Feelings: The Affective Domain and the Writing Process," *College Composition and Communication*, v38 n4 p426-34 Dec 1987.

Presents three broad areas—writing anxiety, motivation, and beliefs—that seem to be ripe for study in terms of affect, and suggests that the constructivist views refined by George Mandler could be helpful to drive such research.

Rose, Mike, Ed. *When a Writer Can't Write: Studies in Writer's Block and Other Composing-Process Problems. Perspectives in Writing Research Series.* The Guilford Press, 200 Park Ave. South, New York, NY 10003, 1985. ($30.00) 272p. [ED 264 590; document not available from EDRS]

The essays in this book address various cognitive and emotional dimensions of disrupted composing and describe some of the situational variables that can contribute to it. Includes the following essays: "Blocking and the Young Writer"; "Emotional Scenarios in the Writing Process: An Examination of Young Writers' Affective Experiences"; "Writing Apprehension"; "An Apprehensive Writer Composes"; "Problems with Monitor Use in Second Language Composing"; "Anxious Writers in Context: Graduate School and Beyond"; "Inventing the University"; "Diagnosing Writing-Process Problems: A Pedagogical Application of Speaking-Aloud Protocol Analysis"; "Psychotherapies for Writing Blocks"; "The Essential Delay: When Writer's Block Isn't"; and "Complexity, Rigor, Evolving Method, and the Puzzle of Writer's Block: Thoughts on Composing-Process Research."

ERIC®

Focused Access to Selected Topics No. 27
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Reading Assessment in Elementary Education

By Roger Sensenbaugh

The state of reading assessment at the elementary level is in flux. Some writers argue, very forcefully, that the construction of standardized tests has not kept up with advances in reading research and that current standardized tests do more harm than good. Others argue that alternatives to standardized tests have their own problems. The consensus seems to be that standardized tests and alternative, classroom-based assessment each have their place and that both kinds of testing must be chosen, used, and evaluated with caution.

Overview

Farr, Roger. "New Trends in Reading Assessment: Better Tests, Better Uses," *Curriculum Review*, v27 n1 p21-23 Sep-Oct 1987.

Focuses on the need to develop better tests of students' reading abilities and better interpretation of test scores. Describes criterion-referenced tests versus norm-referenced tests, highlighting the Degrees of Reading Power and Metropolitan Achievement Tests: Reading, and discusses the need for assessing the reading process.

Fredericks, Anthony D. "Latest Model," *Reading Teacher*, v40 n8 p790-91 Apr 1987.

Offers a humorous look at the problem of assessment.

Froese, Victor. "Language Assessment: What We Do and What We Should Do!" *Canadian Journal of English Language Arts*, v11 n1 p33-40 1988.

Sketches some of the dilemmas in language assessment and presents exemplary practical approaches to assessment in the areas of listening, oral language, reading, and writing.

Manning, Gary; and others. "First Grade Reading Assessment: Teacher Opinions, Standardized Reading Tests, and Informal Reading Inventories." Paper presented at the 14th Annual Meeting of the Mid-South Educational Research Association, 1985. 13 p. [ED 265 204]

Investigates the relationship between and among the results of three types of reading assessments in the first grade: a standardized reading test (the Stanford Achievement Test); an informal reading inventory (the Classroom Reading Inventory); and teacher judgment of student rank in reading achievement. Teacher opinion correlated with all subtests of the standardized test and the word recognition portion of the reading inventory. The achievement of all combined classrooms and most individual classrooms in the study was average or above, based on national norms.

Valencia, Sheila; Pearson, P. David. "Reading Assessment: Time for a Change," *Reading Teacher*, v40 n8 p726-32 Apr 1987.

Argues that the tests used to measure reading achievement do not reflect recent advances in the understanding of the reading process, and that effective instruction can best be fostered by resolving the discrepancy between what is known and what is measured.

Standardized Tests

Blanchard, Jay S. "Test Review: Computer-Based Reading Assessment Instrument (CRAI)," *Reading Teacher*, v41 n1 p92-94 Oct 1987.

Evaluates the Computer-Based Assessment Instrument (CRAI) as a test of reading proficiency. Notes strengths of CRAI, including its use as a quick assessment of silent reading comprehension level, and the problems with readability and content-specific word lists and the lack of scoring features.

Grunkmeyer, Virgil. "Primary Reading Assessment—Quick and Easy," *Reading Horizons*, v27 n2 p86-88 Win 1986.

Explains the use of the Dolch List in the lower elementary grades.

Rasool, Joan M.; Royer, James M. "Assessment of Reading Comprehension Using the Sentence Verification Technique: Evidence from Narrative and Descriptive Texts," *Journal of Educational Research*, v79 n3 p180-84 Jan-Feb 1986.

The sentence verification technique (SVT) was used to test 44 third graders, to assess the validity of the technique. Results were viewed as being consistent with the interpretation that the SVT is a valid means of measuring reading comprehension.

Reynolds, Cecil R.; and others. "Regression Analyses of Bias on the Kaufman Assessment Battery for Children," *Journal of School Psychology*, v23 n2 p195-204 Sum 1985.

Investigates the criterion-related validity of the Kaufman Assessment Battery for Children (K-ABC), predicting reading comprehension, arithmetic, and general achievement, for large samples of Blacks and Whites tested during the standardization of the battery. Finds that the Sequential and Mental Processing Composite scales tended to overpredict black children's academic levels, especially on the achievement scales.

Roberts, Douglas B.; and others. "Michigan Educational Assessment Program Handbook, 1986-87." Michigan State Board of Education, Lansing, MI, 1986. 109 p. [ED 278 710]

This handbook was developed to assist educators in analyzing, using, and reporting Michigan Educational Assessment Program (MEAP) test results. It includes an overview of the program and a description of the tests; numbers of objectives and test items for each skill area; suggested methods; techniques and strategies for using the results at the student, school, and district levels; and a discussion of appropriate uses of the test results.

Sawyer, Diane J.; and others. "Test Review: Group Assessment in Reading: Classroom Teacher's Handbook," *Reading Teacher*, v39 n6 p544-47 Feb 1986.

Examines the GAR, which is intended as a group assessment of reading ability for elementary and secondary school students in the areas of reading level, comprehension, study skills, and reading interests. Concludes that the test has many shortcomings.

Alternative Measures

Bartoli, Jill Sunday. "The Paradox in Reading: Has the Solution Become the Problem? " *Journal of Reading*, v28 n7 p580-84 Apr 1985.

Suggests that continually refined and segmented reading assessment measures may contribute to reading problems. Discusses three solutions to reading difficulties that have become problems themselves and suggests that more holistic, socially interactive teaching methods are a better solution to reading disabilities.

Calfee, Robert C. "The School as a Context for Assessment of Literacy," *Reading Teacher*, v40 n8 p738-43 Apr 1987.

Notes that classroom assessment of literacy is dominated by methods more appropriate to external mandates. Suggests an alternative method grounded in the teacher's professional judgment and in the relations between curriculum, instruction, and assessment.

Dixon, John. "Becoming a Maturer Reader," *Reading Teacher*, v40 n8 p761-65 Apr 1987.

Points out that children's growth in response to literature is not assessed by existing standardized tests or by progress from one textbook to another. Suggests guidelines for teacher observation of children's responses and provides a checklist for assessing oral and written reactions.

Johnston, Peter. "Teachers as Evaluation Experts," *Reading Teacher*, v40 n8 p744-48 Apr 1987.

Argues that process-oriented evaluation of children's literacy by the classroom teacher is more efficient and more instructionally valid than current test-driven evaluation procedures.

Leadbetter, Peter; Winteringham, David. "Data-Pac: What's in It for Teachers?" *British Journal of Special Education*, v13 n4 p162-64 Dec 1986.

The article describes Data-Pac (Daily Teaching and Assessment for Primary Aged Children), materials which assess student performance in reading, mathematics, handwriting, and spelling and present a selection of sequenced teaching objectives for an individualized program. Materials reflect the concepts of criterion-referenced assessment, direct instruction, behavioral objectives, and precision teaching.

Moore, David W. "A Case for Naturalistic Assessment of Reading Comprehension," *Language Arts*, v60 n8 p957-69 Nov-Dec 1983.

Presents a historical overview of the introduction of the major reading comprehension assessments, showing that the predominant approaches were shaped by the prevailing educational measurement milieu and were implemented largely in response to public pressure. Argues in favor of a naturalistic reading comprehension assessment for evaluating those behaviors that elude quantification.

Wood, Karen D. "Read First, Test Later: Meeting the Needs of the 'Overskilled' Reader," *Reading Horizons*, v24 n2 p133-40 Win 1984.

Discusses the problems of overusing workbooks, dittos, and basal assessment tests in beginning reading instruction. Proposes alternatives.

Woodley, John W. "Reading Assessment from a Whole Language Perspective." 1988. 16 p. [ED 296 309]

Approaches to reading assessment within the whole language framework include a print awareness task, book handling task, patterned language task, reading interview, miscue analysis, and situational responses to reading. Argues that the observations made by teachers using these assessments provide a meaningful alternative to heavy reliance on standardized tests and lead to a more effective educational program for all.

Woodley, John W.; Smith, R. Lee. "Reading Assessment for the Young Reader." 1988. 23 p. [ED 295 126]

Methods used to diagnose a seven-year-old boy's reading problems illustrate the fact that reading assessments based upon a reader's strengths and his/her understanding and control of the process will provide information which is more useful to teachers and parents than that provided by the numerical results of standardized tests.

Informal Reading Inventories

Cardarelli, Aldo F. "The Influence of Reinspection on Students' IRI Results," *Reading Teacher*, v41 n7 p664-67 Mar 1988.

Claims that in the conventional administration of the Informal Reading Inventory (IRI) comprehension diagnosis is inordinately influenced by the reader's ability to recall information. Suggests that allowing reinspection by the reader restores recall to its proper function and may result in other advantages.

Fuchs, Lynn S.; and others. "The Validity of Informal Reading Comprehension Measures," *Remedial and Special Education (RASE)*, v9 n2 p20-28 Mar-Apr 1988.

Assesses the criterion, construct, and concurrent validity of four informal reading comprehension measures (question answering tests, recall measures, oral passage reading tests, and cloze techniques) with 70 mildly and moderately retarded middle and junior high school boys. Results indicated that correct oral reading rate score demonstrated the strongest criterion validity.

Henk, William A. "Reading Assessments of the Future: Toward Precision Diagnosis," *Reading Teacher*, v40 n9 p860-70 May 1987.

Concludes that modified standard reading inventories may be made more useful for assessing the specific abilities and needs of disabled readers. Offers suggestions for making modifications.

Johnson, Marjorie Seddon; and others. *Informal Reading Inventories*. Second Edition. Reading Aids Series, IRA Service Bulletin. International Reading Association, Newark, DE 1987. 164 p. [ED 277 993; for the first edition, see ED 072 437.]

Represents a comprehensive description of the use of informal reading inventories (IRIs). Provides teachers and reading specialists with practical strategies for forming diagnostic impressions that are useful for planning reading instruction.

Searls, Evelyn F. "What's the Value of an IRI? Is It Being Used?" *Reading Horizons*, v28 n2 p92-101 Win 1988.

Reports on a survey which indicates that classroom teachers rarely use the Informal Reading Inventory—a diagnostic and placement instrument for reading comprehension long recommended by teacher trainers. Suggests that teacher trainers focus on other more efficient means of obtaining reading diagnosis.

Learning Disabled

Dudley-Marling, Curt. "Assessing the Reading and Writing Development of Learning-Disabled Students: An Holistic Approach," *B. C. Journal of Special Education*, v12 n1 p41-51 1988.

Recommends a holistic approach to reading assessment, in contrast to traditional practices in reading and writing assessment which focus on fragmented, isolated skills. Sees children's reading and writing as communicative behaviors which are effectively evaluated through systematic observation as they occur in natural settings.

Ewoldt, Carolyn. "Reading Tests and the Deaf Reader," *Perspectives for Teachers of the Hearing-Impaired*, v5 n4 p21-24 Mar-Apr 1987.

Argues that standardized reading tests are likely to provide an inaccurate assessment of reading comprehension for deaf students because of the lack of test coaching and test-taking skills; item irrelevancy; and the difficulty of test directions. Testing alternatives include parent and teacher observation of students and qualitative evaluations of reading skills and strategies.

Gupta, R. M. "Learning Efficiency versus Low IQ and/or Teachers' Ratings as Predictors of Reading Ability of 'Mentally Defective' Children: A Longitudinal Study," *Educational Studies*, v11 n2 p109-18 1985.

Asserts that low IQ should not be deemed an index of poor learning ability. Information about middle school children's learning efficiency as measured by the Learning Efficiency Test Battery was found to be more useful for predicting reading ability than conventional types of assessment.

Silberman, Roseanne K.; Sowell, Virginia. "The Visually Impaired Student with Learning Disabilities: Strategies for Success in Language Arts," *Education of the Visually Handicapped*, v18 n4 p139-50 Win 1987.

Recommends assessment techniques and teaching strategies in the area of reading and language arts for the visually impaired student with learning disabilities. Outlines reading approaches, practical strategies for teaching reading comprehension and spelling, and suggestions for organizing the classroom environment.

Teeter, Phyllis Anne; Smith, Philip L. "Neuropsychological Assessment and Training of Cognitive Processing Strategies for Reading Recognition and Comprehension: A Computer Assisted Program for Learning Disabled Students." Final Report. Wisconsin Univ., Milwaukee, WI, 1986. 12 p. [ED 278 209]

Describes the development and validation of microcomputer software during a two-year project to help assess the skills of reading disabled elementary grade children and to provide basic reading instruction.

ERIC

Focused Access to Selected Topics No. 25
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Gifted Students and Reading

by Ruth Eppele

This bibliography focuses on the special needs of gifted students in the reading classroom and the challenges to the reading teacher to encourage gifted students to stretch intellectually and to develop critical thinking and reading skills. The following articles deal with issues related to reading material selection, research on gifted students and reading instruction, teaching methods, and program designs to enhance the learning situation.

An Introduction

Fitzpatrick, Kathleen; Charters, W.W., Jr. *My Child Is Gifted! Now What Do I Do? Understandings and Suggestions for Parents.* North Carolina Association for the Gifted and Talented, 1985. 110 p. [ED 266 588]

Intended for parents of gifted students, the manual provides suggestions for understanding and working with the gifted child. Section I includes an overview of the nature of giftedness, talent, creativity, and intelligence; an analysis of special problems encountered by the gifted student; and a discussion of the rights and responsibilities of parents of gifted children. Section II offers practical ideas for parents: offers information on home learning activities in art, language arts, mathematics, science, social studies, and health and physical education; presents broader types of activities and parent-child interactions in reading, music, writing, science, and television viewing; and explores ways parents can deal with specific problems, including stress, imagination, perfectionism, and negativism.

Material Selection

"Bytes For Brights," *G/C/T*, n40 p19-23 Sep-Oct 1985.

Reviews the mechanics of learning to read and describes three computer programs to teach reading skills and three to build language skills in gifted students.

Greenlaw, M. Jean; McIntosh, Margaret E. *Literature for Use with Gifted Children.* 1985. 24p [ED 265 721]

Examines ways to differentiate material used in a reading program for gifted students (birth to age 9). Suggests books for vocabulary, curiosity, sensitivity, appreciation of beauty, and humor.

Lukasevich, Ann. "Three Dozen Useful Information Sources on Reading for the Gifted," *Reading Teacher*, v36 n6 p542-48 Feb 1983.

Annotates journal articles, ERIC documents, and books that provide ideas and activities for classroom teachers and supervisors who want to improve reading instruction for gifted students.

Ross, Elinor; Wright, Jill. "Teaching Strategies to Fit the Learning Styles of Gifted Readers in the Middle Grades." Adapted from a paper presented at the 30th Annual Meeting of the International Reading Association, New Orleans, 1985. 22 p. [ED 262 388]

Argues that before working with middle school gifted students, the teacher should be aware of the characteristics and learning style preferences of these students. Describes many of the challenges facing gifted students and how teachers should offer new and alternative ways of helping them view their problems. Includes annotated list of materials to enhance language and reading skills.

Schack, Gina D. "Experts in a Book: Using How-to Books to Teach the Methodologies of Practicing Professionals," *Roeper Review*, v10 n3 p147-150 Mar 1988.

Contains information about choosing, locating, and using how-to books, including an annotated bibliography of exemplary books in science, research methodology, communication modes, and inventing and designing to pique gifted students' curiosity.

Vetrone, Karen. "No Need to See," *G/C/T*, v9 n2 p41-45 Mar-Apr 1986.

Describes a literature unit based on three books with major characters to whom gifted students can relate: "A Wrinkle in Time" by M. Engel, "The Mark of Conte" by S. Levitin, and

"Very Far Away from Any Place Else" by U. LeGuin.

Research and Methodology

Bates, Gary W. "Developing Reading Strategies for the Gifted: A Research-Based Approach," *Journal of Reading*, v27 n7 p590-93 Apr 1984.

Provides a guide for evaluating the appropriateness of material for use with gifted students by summarizing research findings into a profile of the gifted reader.

Mangieri, John N.; Madigan, Faye. "Issues in Reading Instruction for the Gifted: Reading for Gifted Students: What Schools are Doing," *Roeper Review*, v7 n2 p68-70 Nov 1984.

Presents results of questionnaires completed by 150 school districts throughout the country which revealed that reading programs for gifted students focused on enrichment; emphasized teacher recommendation in student selection; shared use of basal series with nongifted students; came under the regular classroom teacher's responsibilities; and featured high degrees of parent-school communication.

Martin, Charles E. "Why Some Gifted Children Do Not Like to Read," *Roeper Review*, v7 n2 p73-75 Nov 1984.

Presents results of reading attitude instruments administered to 124 sixth-, seventh-, and eighth- grade students (gifted, average, or below average). Provides suggestions for classroom activities; selecting reading materials; designing prereading activities; providing challenge; and assessing interests and attitudes.

Meeker, Mary. "A Word to the Coach," *Gifted International*, v4 n2 p78-88 1987.

Discusses the need for athletic coaches to help their athletically gifted students also achieve academic success. Disputes three largely discredited but widely held concepts: 1) the gifted need no coaching; 2) intelligence is inherited; and 3) a physically skilled child should learn to read easily. Includes several case histories.

Roderick, Juanita; Jackson, Patricia. "TV Viewing Habits, Family Rules, and Reading Grades of Gifted and Non-gifted Middle School Students." Paper presented at the Conference for the Ohio Association for Gifted Children, 1985. 20p [ED 264 050]

Examines whether gifted and non-gifted middle school students differ in TV viewing habits, family rules, TV heroes/heroines, programming preferences, violence, grades in reading, bedtime hours, out-of-school lessons and hobbies, and ownership and use of TV sets and computers. Responses to a questionnaire suggest that significant differences exist between gifted and non-gifted students with respect to these categories.

Rupley, William H. "Reading Teacher Effectiveness: Implications for Teaching the Gifted," *Roeper Review*, v7 n2 p70-72 Nov 1984.

Reviews research on teacher effectiveness in reading instruction and notes implications for gifted students in four areas: reading diagnosis, teacher-directed instruction, opportunities to learn and practice, and engagement in learning.

Swanton, Susan I. "Minds Alive—What and Why Gifted Students Read for Pleasure," *School Library Journal*, v30 n7 p99-102 Mar 1984.

Presents results of survey analyzing pleasure reading habits of gifted and other elementary school students covering types of books, where books are obtained, favorite authors, importance of reading, activities that encourage reading, early childhood books, number of books owned, and enjoyment of reading. Discusses the role of schools and libraries.

Windram, Mary P. "Getting at Reading through Science Inquiries," *Roeper Review*, v10 n3 p150-152 Mar 1988.

Examines three gifted students (ages 7 to 8 years) with reading problems who experienced more difficulty than their peers in science. Incorporating the science inquiry approach into their reading program helped them realize that reading was not a separate activity and improved their reading skills.

Wingenbach, Nancy Gard. *Gifted Readers: Comprehension Strategies and Metacognition.* 1982. 39p [ED 244 237]

Investigates the reading comprehension process of gifted readers, specifically their use of comprehension strategies and their metacognitive awareness. Examines grade level differences in strategy use and metacognitive awareness.

Program Suggestions

Abbott, Barbara; Diers, Russell. *Technology and Man: The Humanities and Science (Selected Study Topics for Gifted Students in Grades 9-12).* Bucks County Intermediate Unit 22, 1981. 17 p. [ED 251 993]

Focuses on humanities and science. Offers three sample units for students in grades 9-12. "Man's Origins: Where Did He Come From?" examines conflicts over evolution versus crea-

tionism, impacts of genetic control, and economics and politics of population problems; "Man's Future: Where Is He Going?" involves students in questions of utopia, behavior control, nationalism, and futurism; "Man's Search for Immortality: Can He Overcome Death?" examines literature on death and dying, religious concepts of the Savior, and empirical and rational arguments for and against immortality. Includes suggested reading and audiovisual materials.

Baskin, Barbara; Harris, Karen H. "Reading for the Gifted." 1985 Digest. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA, 1985. 3p [ED 262 513]

Emphasizes the importance of reading in the curriculum for gifted students. Emphasizes that highly able readers have needs for specific assistance in developing more complex skills, in choosing books and materials for particular purposes, and in applying learning to real-life problems. Components of superior reading curricula should include language-related strategies, context-related strategies, meaning-related strategies, and reasoning-related strategies.

Brown, Wesley; Rogan, Joseph. "Reading and Young Gifted Children," *Roeper Review*, v5 n3 p6-9 Feb 1983.

Argues that reading for primary-level gifted children should provide for more appropriate experiences than mere adaptations of the regular reading program; and that early identification should be followed by small group instruction in which gifted students are encouraged to read widely, creatively, and critically.

Bryant, Margaret A. "Meeting the Needs of Gifted First-Grade Children in a Heterogenous Classroom," *Roeper Review*, v9 n4 p214-16 May 1987.

Illustrates how the use of the cluster approach in a reading/language arts program for gifted first-graders (in a classroom with peers of varying ability) allows gifted students to work with others who have similar abilities and provides time-saving opportunities for teachers and modeling opportunities for non-gifted students.

Carr, Kathryn S. "What Gifted Readers Need from Reading Instruction," *Reading Teacher*, v38 n2 p144-146 Nov 1984.

Notes that while gifted students have characteristics that suggest superior reading ability, not all of them become capable readers. Proposes a teaching program that is different in content, method, and pacing to help these children reach their potential.

Flack, Jerry D. "A New Look at a Valued Partnership: The Library Media Specialist and Gifted Students," *School Library Media Quarterly*, v14 n4 p174-79 Sum 1986.

Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Describes several model programs for gifted students that can be implemented in schools.

Howell, Helen. "Language, Literature, and Vocabulary Development for Gifted Students," *Reading Teacher*, v40 n6 p500-04 Feb 1987.

Outlines diverse strategies for increasing vocabulary skills of gifted readers in the lower primary grades, using children's literature to supplement good tradebooks.

Labuda, Michael, Ed. *Creative Reading for Gifted Learners: A Design for Excellence*, 2nd Ed. International Reading Association, 1985. 177 p. [ED 261 359]

Focuses on creative pupils and creative reading, special considerations when developing programs for gifted students, materials and resources, meeting the writing needs of gifted students, suggestions for meeting their unique needs, and future trends regarding education of the gifted.

McIntosh, Margaret E. *An Historical Look at Gifted Education as It Relates to Reading Programs for the Gifted*. 1982. 63 p. [ED 244 472]

Reviews the history of gifted education in the United States since the late 1800s, with particular emphasis on reading and reading instruction. Examines definitional issues; analyzes the impact of social forces upon the changing conceptions of the population; considers research on the kinds of reading experiences and instruction needed by gifted students; and stresses the importance of teaching critical and creative reading.

Moller, Barbara W. "An Instructional Model for Gifted Advanced Readers," *Journal of Reading*, v27 n4 p324-27 Jan 1984.

Describes a systematic approach to reading instruction with gifted students that increases their reading ability and broadens their interests.

Norsen, Barbara G.; Wick, Christine. *Individual Progress Program for the Extremely Gifted Student in*

the Greater Seattle Area. Seattle Public Schools, WA, 1983. 10 p. [ED 232 347]

Describes the Individual Progress Program (IPP) which is designed to serve extremely advanced gifted students (grades 1 through 9) in the Seattle area.

Rowe, Sula J. "Independent Reading," *English Journal,* v72 n1 p35-36 Jan 1983.

Describes an independent reading program for gifted students used by the Blue Mountain Union Schools in Wells River, Vermont.

Shaughnessy, Michael F.; Gerkey, Stephen. "The Gifted and Writing." Paper presented at the 31st Annual Meeting of the New Mexico State Conference of the International Reading Association, Santa Fe, NM, 1986. 15 p. [ED 283 169]

Argues that assigning student journals not only gets students started on an expressive writing project, it achieves a number of other educational objectives: (1) starts classroom discussions; (2) focuses attention on salient points; (3) summarizes germane materials; (4) reorients classes; (5) evokes responses to films and readings; (6) generates paper topics; (7) creates a personal dialogue with students; (8) encourages students to air frustrations; and (9) helps students relax and enjoy writing.

Steinbach, Trevor T. *Gifted Ideas. A Resource Guide for Teachers with Gifted Students.* #5 of a Series. Illinois Council for the Gifted, Bolingbrook, IL, 1983. 15 p. [ED 240 808]

Presents characteristics of the gifted and ideas for working effectively with gifted students. Lists behavioral traits exhibited by gifted students. Discusses the myth that gifted individuals can be expected to perform perfectly in all areas of endeavor. Suggests ways teachers can plan the learning environment and develop good student-teacher relationships.

van Stekelenberg, A.V. "Classics for the Gifted: Evaluation." Paper presented at the International Conference: Education for the Gifted "Ingenium 2000," Stellenbosch, Republic of South Africa, 1984. 10 p. [ED 292 223]

Argues that classical studies and translation have value for all students and particular benefits for gifted students at all educational levels. Results of English reading scores of students with one year of Latin instruction were higher than those who were in their fourth year of Spanish or French.

Focused Access to Selected Topics No. 21
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Ability Grouping in Reading Instruction: Research and Alternatives

by Mary Morgan

Ability grouping—grouping students for instruction by ability or achievement to create homogeneous instructional groups—has long been an accepted technique for teaching reading. Recently, however, some research has indicated that ability grouping does not enhance student achievement and may, in addition, have negative effects on the self-concepts of students in lower groups. Yet if ability grouping is not an effective instructional technique, what are the valid alternatives for reading instruction?

This *FAST Bib* addresses the issue of ability grouping in reading instruction, particularly at the elementary level, and begins with an overview discussing the social and political implications of classroom organization. The next section presents citations concerning research on ability grouping, focusing on its instructional effectiveness as well as its effect on students' self-concepts. In the final section, possible alternatives to ability grouping are considered, including documents on cooperative learning and whole language techniques.

Overview

Dreeben, Robert. "The Social Organization of Mathematics and Reading Instruction." Paper presented at the 69th Annual Meeting of the American Educational Research Association, 1985. 13 p. [ED 262 877]

Questions the nature of classroom instruction in general, and mathematics and reading instruction in the lower elementary school grades, in particular. Focuses on the following aspects of the social organization of instruction: 1) the diversity of student populations, 2) the motivating force behind instruction, and 3) the social arrangements through which the ongoing monitoring of student work transpires.

Fraatz, Jo Michelle Beld. *The Politics of Reading: Power, Opportunity, and Prospects for Change in America's Public Schools.* 1987. 237 p. [Available from Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027; document not available from EDRS] [ED 283 133]

Argues that the relationships of power and influence between people in schools dramatically affect the kinds of opportunities available to low-income children learning to read.

Recent Research

Alvermann, Donna E., Ed.; and others. "Research within Reach: Secondary School Reading. A Research Guided Response to Concerns of Reading Educators (Revised)." International Reading Association, Newark, DE, 1987. 201 p. [ED 282 187]

Synthesizes reading research in several significant areas and makes concrete suggestions for using this research to improve reading instruction. Chapter 10 focuses on grouping in reading instruction.

Barr, Rebecca; Dreeben, Robert. "The Formation and Instruction of Ability Groups," *American Journal of Education*, v97 n1 p34-64 Nov 1988.

Examines the effect of ability grouping on first-grade students' reading achievement. Contradicts the contention that grouping has a negative effect on low-achieving students. Finds that students' success depended on the quality of instruction, referring to the appropriate combination of instructional conditions.

Eder, Donna. "Ability Grouping and Students' Academic Self-Concepts: A Case Study," *Elementary School Journal*, v84 n2 p149-61 Nov 1983.

Examines: 1) the degree to which first-grade students engaged in within-group and across-group comparisons and were aware of group differences; and 2) the relationship between teacher praise and students' group levels and academic performances.

Eldredge, J. Lloyd; Butterfield, Dennie. "Sacred Cows Make Good Hamburger." A Report on a Reading Research Project Titled "Testing the Sacred Cows in Reading," 1984. 93 p. [ED 255 861]

Because of concern about the harmful effects of placing children in low reading groups, this study tested several "sacred cows" in reading, including the homogeneous grouping practices currently utilized in most classrooms in the United States.

Felmlee, Diane; Eder, Donna. "Contextual Effects in the Classroom: The Impact of Ability Groups on Student Attention," *Sociology of Education*, v56 n2 p77-87 Apr 1983.

Examines how students' ability group assignments affect their attention spans. Finds that assignment to low-ability groups had a strong negative effect on student attentiveness, suggesting that classroom factors are important in shaping student behavior.

Gamoran, Adam. "Instructional and Institutional Effects of Ability Grouping," *Sociology of Education*, v59 n4 p185-98 Oct 1986.

Reviews research findings on ability grouping. Attempts to document the mechanisms through which stratification in schools influences student achievement, focusing on within-classroom ability grouping in 12 first grade classes. Results indicate that grouping has no direct effect on reading achievement by the end of the year.

Gamoran, Adam. "Egalitarian versus Elitist Use of Ability Grouping." Paper presented at the 68th Annual Meeting of the American Educational Research Association, 1984. 35 p. [ED 245 821]

Investigates two questions about the effects of grouping: 1) does a student's within-class group rank affect his or her learning when individual ability and instructional content are held statistically constant? and 2) do teachers utilize grouping in ways that have varied effects on student learning? Suggests that the consequences of grouping are not inherently detrimental but rather depend on how grouping is employed.

Gamoran, Adam. "The Institutionalization of Educational Stratification." Paper presented at the Annual Meeting of the American Sociological Association, 1984. 33 p. [ED 253 849]

Investigates the simultaneous effects of the rank of students' reading groups in first grade and their first grade achievement on their assignment to reading groups at the beginning of second grade.

Haller, Emil J.; Waterman, Margaret. "The Criteria of Reading Group Assignments," *Reading Teacher*, v38 n8 p772-81 Apr 1985.

Concludes that children's reading ability is not the sole reason behind their placement in particular reading groups and that teachers also consider such things as their ability to do academic work, work habits, classroom behavior, personality, and, occasionally, their home environment.

Hallinan, Maureen T.; Sorensen, Aage B. "Ability Grouping and Student Friendships," *American Educational Research Journal*, v22 n4 p485-99 Win 1985.

Examines the relationship between grouping and friendship in a longitudinal data set containing information on students in 110 reading groups in 32 fourth, fifth, and sixth grade classrooms.

Hallinan, Maureen T.; Sorensen, Aage B. "The Formation and Stability of Instructional Groups," *American Sociological Review*, v48 n6 p838-51 Dec 1983.

Using empirical evidence from 48 classrooms, this article argues that structural and organizational factors affect the stability and the formation of ability groups in an elementary classroom, which in turn affect growth in academic achievement. Holds that teachers are often impeded from forming the types of groups most conducive to student learning.

Harp, Bill. "What Do We Know about Ability Grouping? (When the Principal Asks)," *Reading Teacher*, v42 n6 p430-31 Feb 1989.

Reviews research on ability grouping. Notes several negative effects of ability grouping, and discusses the implications of this research for classroom practice.

Heller, Emil J. "Pupil Race and Elementary School Ability Grouping: Are Teachers Biased against Black Children?" *American Educational Research Journal*, v22 n4 p465-83 Win 1985.

Investigates the claim that pupil race affects the reading grouping decisions of elementary school teachers, causing Black children to be overrepresented in lower ability groups. These analyses failed to uncover evidence of racial bias, though Black pupils were more likely to be placed in the lowest groups.

Hiebert, Elfrieda H. "An Examination of Ability Grouping for Reading Instruction," *Reading Research Quarterly*, v18 n2 p231-55 Win 1983.

Reviews the literature on the nature of processes within reading groups of different ability levels and the effects of these processes on

children's reading development. Presents a perspective on instructional-social contexts for reading instruction.

Slavin, Robert E. "Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis," *Review of Educational Research*, v57 n3 p293-336 Fall 1987.

Reviews research of between-class and within-class ability grouping on the achievement of elementary students. Ability grouping appears most effective for specific subjects with students remaining in heterogeneous classes most of the day. Cross-grade assignment for selected subjects can increase achievement.

Slavin, Robert E. "Grouping for Instruction: Equity and Effectiveness," *Equity and Excellence*, v23 n1-2 p31-6 Spr 1987 (Special issue on Ethnic and Ability Grouping).

Reviews briefly the research on achievement effects of the following: (1) ability-grouped class assignment; and (2) student grouping alternatives that would accommodate learning differences among students. Discusses instructional effectiveness of those alternatives and their potential impact on segregation.

Slavin, Robert E. "Ability Grouping and Its Alternatives: Must We Track?" *American Educator: The Professional Journal of the American Federation of Teachers*, v11 n2 p32-36,47-48 Sum 1987.

Reviews research on student grouping, focusing on these types: tracking; grouping within classes (reading and mathematics); ability grouping for just one or two subjects; and classes for the gifted and handicapped. Asserts that ability-grouped class assignment is the most harmful form.

Alternatives To Ability Grouping

Burchby, Marcia. "Literature and Whole Language," *New Advocate*, v1 n2 p114-23 Spr 1988.

Summarizes some of the criticisms which have been directed at basal instruction. Discusses how whole language approaches enhance the ability to teach children to read, and engage students in a democratic and democratizing educational experience.

Canady, Robert Lynn; Hotchkiss, Phyllis R. "Scheduling Practices and Policies Associated with Increased Achievement for Low Achieving Students," *Journal of Negro Education*, v54 n3 p344-55 Sum 1985.

Presents two basic parallel block elementary school schedules (schedules in which a block of time is scheduled for essential and/or desired small skill groups parallel to instructional activities in large groups). Contends that parallel block scheduling in elementary schools can lead to improved instructional programs for low achievers.

Dunn, Rita; and others. "A Timely Solution: Effects of Chronobiology on Achievement and Behavior," *Clearing House*, v61 n1 p5-8 Sep 1987.

Advances the notion that students should be assigned to classes according to the time of day they learn best.

Durkin, Dolores. *Teaching Them to Read*. Fifth Edition. Allyn and Bacon, Inc., Boston, MA, 1989. 532 p. [ED 303 765]

Intended for teachers and prospective teachers, this book provides information about reading instruction from kindergarten through the elementary grades. Includes a chapter on organizing for instructional needs.

Eldredge, J. Lloyd; Butterfield, Dennie. "Alternatives to Traditional Reading Instruction," *Reading Teacher*, v40 n1 p32-37 Oct 1986.

Concludes that three experimental programs were more effective than traditional approaches in beginning reading instruction: (1) a literature program using special decoding strategies; (2) a literature program not using the special strategies; and (3) a traditional basal approach using the special decoding strategies.

Emmer, Edmund T. *Management and Instruction Strategies for Heterogeneous Elementary School Classrooms*. R&D Report No. 6009. Texas Univ., Austin. Research and Development Center for Teacher Education, 1984. 40 p. [ED 251 431]

Describes a variety of methods that can be used for instructing classes with students whose abilities and backgrounds vary widely, including individualization of instruction, homogeneous grouping, team teaching, and modifying whole-class instruction.

Halpern, Honey. "Classroom Scene: Contemporary Canadian Children's Literature for the Intermediate Grades: A Whole Language Approach," *Reading Canada Lecture*, v5 n4 p268-73 Win 1987.

Presents effective methods for the discussion, sharpening, and enrichment of readers' responses. Includes methods to teach students how to choose a good book, an individualized and/or group reading and response program, and journal writing techniques. Provides a bibli-

ography of Canadian children's literature for intermediate grades.

Harp, Bill. "What Do We Do in the Place of Ability Grouping? (When the Principal Asks)," *Reading Teacher*, v42 n7 p534-35 Mar 1989.

Presents two alternatives to ability grouping—flexible grouping (based on students' level of independence as learners), and cooperative learning groups. Discusses the benefits of cooperative learning and provides a sample cooperative learning lesson.

Morris, Darrell. "Teaching Reading in Kindergarten: A Language-Experience Approach. Occasional Paper No. 13." National College of Education, Evanston, IL, 1986. 45 p. [ED 276 975]

Presents a kindergarten reading curriculum, including a description of major instructional techniques, a time-line illustrating how instruction might evolve across the school year, and finally, a battery of informal tasks for assessing reading ability at the end of the kindergarten year.

Park, Barbara. "Outdated Teaching Practices Hamper Literacy Development," *Highway One*, v9 n2 p67-70 Spr 1986.

Points out that traditional teaching methods, which have been replaced by more effective methods for the majority of students, are still used for low-ability students. Argues that these students need the best materials available and teachers who are knowledgeable about current educational theories.

Slavin, Robert. "Cooperative Learning: Can Students Help Students Learn?" *Instructor*, v96 n7 p74-76,78 Mar 1987.

The concept of student team learning is described, with details on cooperative learning techniques developed for reorganizing classrooms into exciting, high-achieving places.

Unsworth, Len. "Meeting Individual Needs through Flexible Within-Class Grouping of Pupils," *Reading Teacher*, v38 n3 p298-304 Dec 1984.

Offers an example of how to use flexible reading groups to attain the greatest level of student achievement.

ERIC®

Focused Access to Selected Topics No. 11
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Word Processing and Writing Instruction for Students with Special Needs

by Michael Shermis

Much has been written on and about word processing and writing instruction. But is there anything addressing the problem of students with special needs? The ERIC database includes several resources that will provide useful and informative suggestions on the integration of computers in basic writing classes, in classes with the learning disabled (LD), and in the English as a second language (ESL) classroom.

The citations in the first section discuss the advantages and disadvantages of using word processors in writing instruction with LD students and suggest instructional approaches to use. The second section lists sources that examine the benefits of word processors to basic writers, along with ideas on how and when to introduce word-processing skills. Articles and papers in the last section deal with how to integrate the use of computers into the ESL classroom.

Learning Disabled (LD)

Candler, Ann C.; Keefe, Charlotte Hendrick. "The Word Processor as a Tool for the Learning Disabled Student." Paper presented at the 65th Annual Convention of the Council for Exceptional Children, 1987. 19 p. [ED 285 315]

Reviews the advantages and disadvantages of using word-processing programs with LD students, describes some available programs, delineates criteria for selection of word-processing programs, and considers expanded uses of word processing with this population. Suggests word-processing programs recommended for LD students: "Bank Street Writer," "Talking Screen Textwriting Program," "Quill," and "Magic Slate."

Collins, Terence; Price, Lynda. "A Guide to Selecting Word-Processing Software for Learning Disabled College Writers." Working Paper. Learning Disabled College Writers' Project, University of Minnesota, Minneapolis, MN, 1986. 17 p. [ED 267 412]

Discusses what needs must be addressed when selecting word-processing software for use in helping LD adults overcome writing problems. Lists five criteria: (1) visible program logic; (2) clarity of on-screen working features; (3) the manufacturer's documentation and tutorial; (4) on-screen working features; and (5) multisensory approaches.

Collins, Terence; Price, Lynda. "Testimony from Learning Disabled College Writers on the Efficacy of Word Processing in their Writing Process." Working Paper. Learning Disabled College Writers' Project, University of Minnesota, Minneapolis, MN, 1986. 32 p. [ED 267 411]

Records in an interview format the responses of LD college-aged writers to a research program that used word processors and was intended to help understand their writing processes.

Dalton, Bridget M.; and others. "'I've Lost My Story!' Integrating Word Processing with Writing Instruction." Paper presented at the Annual Meeting of the American Educational Research Association, 1988. 21 p. [ED 296 717]

Focuses on ways to teach normally achieving and LD students the machine skills they need to make the computer a fluent writing tool. Identifies the word-processing skills that students need to learn and the ones that are most difficult, and the instructional approaches that work best in teaching word-processing skills. Suggests several factors that contribute to students' difficulties and points to some practical directions for teaching word-processing skills more effectively.

Dunham, Trudy. *Learning Disabled College Writers' Project, Evaluation Report*, 1985-86. University of Minnesota, Minneapolis, MN, 1987. 80 p. [ED 286 188]

Describes the Learning Disabled College Writers' Project, implemented at the University of Minnesota during the 1985-86 school year and designed to aid LD college students to mas-

ter composition skills through training in the use of microcomputer word processors.

Engen-Wedin, Nancy; Collins, Terence. "Composition, Word Processing, and the Learning Disabled College Writer: An Annotated Bibliography." Learning Disabled College Writers' Project, University of Minnesota, Minneapolis, MN, 1986. 68 p. [ED 267 410]

Annotates works in the following areas: the role of microcomputers in mainstream writing instruction; characteristics of LD college students; writing instruction for LD college students, with special attention to applications on microcomputers; and writing-related career and vocational options for LD college students.

Engen-Wedin, Nancy; and others. "Composition, Word Processing, and the Learning Disabled College Writer: An Annotated Bibliography." Supplement #1, Working Paper. Learning Disabled College Writers' Project, University of Minnesota, Minneapolis, MN, 1986. 19 p. [ED 272 916]

Contains annotations of selected recent articles that discuss how learning disabled writers in college are affected by microcomputer applications in word processing.

Fais, Laurie; Wanderman, Richard. "A Computer-Aided Writing Program for Learning Disabled Adolescents." 1987. 28 p. [ED 293 273]

Describes the application of a computer-assisted writing program in a special high school for LD and dyslexic students and reports on a study of the program's effectiveness.

Isaacson, Stephen; and others. "Teaching Written Expression; Directed Reading and Writing; Self-Instructional Strategy Training; and Computers and Writing Instruction," *Teaching Exceptional Children*, v20 n2 p32-39 Win 1988.

Presents principles for effectively teaching writing skills to mildly handicapped and LD students. Suggests three varying approaches: (1) Direct Reading and Writing program, integrating regular class content with writing instruction; (2) self-instructional control strategies to reduce the complexity of writing tasks; and (3) computer word processing.

Jacobi, Christina. "Word Processing for Special Needs Students: Is There Really a Gain?" *Educational Technology*, v26 n4 p36-39 Apr 1986.

Describes a research study on the effects of word-processing use in teaching writing to four fifth-grade boys in a special education program, and reviews other studies on word-processing use with LD students. Concludes that word processing offers great promise to the special needs student.

Long, Maxine M. *Teaching Writing to Learning Disabled Students: A Pilot Study*. Report prepared for the President of Genesee Community College, NY, 1988. 25 p. [ED 296 374]

Examines the influence of team teaching, the use of computers, conferencing, and one-to-one immediate feedback on the development of writing skills of LD students. Finds that the creation of a special English section for LD students was helpful to the students involved.

Morocco, Catherine Cobb; and others. *Teachers, Children and the Magical Writing Machine: Instructional Contexts for Word Processing with Learning Disabled Children*. Final Report, and "I Know What to Say!" Writing Activities for the Magical Machine. Education Development Center, Inc., Newton, MA, 1987. 202 p. [ED 296 492]

Investigates the use of word-processing technology with LD intermediate-grade children and remedial teachers in five Massachusetts school districts. Finds that of three teaching approaches—substantive instruction, procedural instruction, and direct instruction—procedural instruction, in which teachers provide students with strategies for generating ideas, was the most effective.

Neale, Amy E.; and others. "Getting to Know the Writing Machine: Word-Processing Environments for Fourth-Grade Classrooms," *Pointer*, v32 n1 p19-23 Fall 1987.

Considers the research basis for use of word processing with learning disabled fourth grade students, notes the special demands word processing makes on teachers and students in the initial learning stage, and suggests instructional approaches.

Basic Writing

Etchison, Craig. "Word Processing: A Helpful Tool for Basic Writers." Paper presented at the 39th Annual Meeting of the Conference of College Composition and Communication, 1988. 16 p. [ED 294 243]

Examines the effects of word processing on basic writers by comparing two classes of basic writers—one class using word processors and one class using handwriting. Finds a significant increase in the quantity of writing produced by the word-processor students, although holistic evaluation showed no significant difference in

the growth of writing quality between students using word processing and students using handwriting.

Geoffrion, Leo D. "The Feasibility of Word Processing for Students with Writing Handicaps," *Journal of Educational Technology Systems*, v11 n3 p239-50 1982-83.

Reports results of a preliminary investigation of the feasibility and effectiveness of using word processors for students with poor writing skills.

Hunter, Linda. "Student Responses to Using Computer Text Editing," *Journal of Developmental & Remedial Education*, v8 n2 p13-14, 29 1984.

Describes the use of microcomputers and text editing functions in a remedial writing course. Presents survey results showing generally positive student responses to using text editing. Sees microcomputers as enhancing students' writing abilities and self-esteem.

Kurth, Ruth J.; Stromberg, Linda J. "Using Word Processing in Composition Instruction." Paper presented at the 5th Annual Meeting of the American Reading Forum, 1984. 16 p. [ED 251 850]

Conducts a study to see if the use of word-processing programs during composition instruction for basic writers would result in a larger quantity of writing and more global revision while writing. Finds that while it appears that word processing can be used to enhance the teaching of written composition, it cannot substitute for good instruction in the entire writing process.

McAllister, Carole; Louth, Richard. "The Effect of Word Processing on the Revision of Basic Writers." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 25 p. [ED 281 232]

Determines whether basic writers revise more successfully using word processors as opposed to pen and paper. Finds that revising on the word processor in a writing laboratory outside of class produces the most significant effect on the overall quality of revision.

Moore, Dennis. "What Should Computers Do in the Writing Center?" Paper presented at the Midwest Writing Centers Conference, 1983. 13 p. [ED 248 521]

Asserts that the computer can pose some problems for the student in the writing center. Contends that teachers should take a critical attitude toward educational computing—continuing to learn about it while asking questions—and that pedagogy should take precedence over technology.

Nichols, Randall G. "Word Processing and Basic Writers," *Journal of Basic Writing*, v5 n2 p81-97 Fall 1986.

Studies the effects of word processing on the composing process of six basic writers. Concludes that the quantity and quality of revising are not likely to increase, that word processing initially causes many interventions in composing, and that better writers are more likely to use word-processing programs in advantageous ways.

Rodrigues, Dawn. "Computers and Basic Writers," *College Composition and Communication*, v36 n3 p336-39 Oct 1985.

Explains how students in a basic writing course gained confidence and independence as writers by producing and revising their texts on screen.

Rodrigues, Dawn. "Sounding the Depths: Computers and Basic Writers." Paper presented at the 35th Annual Meeting of the Conference on College Composition and Communication, 1984. 17 p. [ED 248 505]

Suggests that since basic writers tend to learn best when only a few skills are presented at a time, composition teachers should introduce these students to word processing and writing simultaneously, demonstrating word-processing commands as they complement the writing process. Finds that the computer helps students concentrate on their work and become independent writers.

English as a Second Language (ESL)

Herrmann, Andrea W. "Word Processing in the ESL Class: Integrating Reading, Writing, Listening, and Speaking Skills." Paper presented at the Annual Meeting of the Modern Language Association, 1985. 12 p. [ED 274 980]

Discusses how creating a writing workshop atmosphere using computers in the ESL classroom improves the opportunities for integrating all language skills: listening, speaking, reading, and writing. Argues that by using word processing, students become highly engaged in writing and learning language, gain new sensitivity to the flexibility of language, appear more receptive to feedback concerning the need for revision and editing, and improve their overall writing and language ability.

Huffman, Donald T.; Goldberg, John R. "Using Word Processing to Teach EFL Composition," *System*, v14 n2 p169-75 1987.

Reviews specific word-processing programs to teach foreigners English language composition. Discusses advantages and disadvantages of such features as spelling checkers, prompting markers, and formatting programs. Presents suggestions for enhancing students' writing skills both with and without word-processing help.

Piper, Alison. "Helping Learners to Write: A Role for the Word Processor," *ELT Journal*, v41 n2 p119-25 Apr 1987.

Discusses the value of using a word processor and its features which help ESL students improve their writing, including student assessment, possible teaching methods, and possible learning activities.

Wyatt, David H. *Computers and ESL*. Language in Education: Theory and Practice, No. 56. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; Harcourt Brace Jovanovich International, Orlando, FL, 1984. 129 p. [ED 246 694]

Examines the state of the art of computer-assisted language learning (CALL) in instruction of English as a Second Language. Discusses computer roles in language learning, computers and the standard curriculum, computer requirements for different types of CALL (instructional, collaborative, and facilitative), the promise of CALL in the ESL curriculum, and the benefits offered by computer-assisted learning.

ERIC/RCS

A Profile

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

ERIC/RCS

Clearinghouse on Reading and Communication Skills

THE ERIC NETWORK

ERIC, the Educational Resources Information Center sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to do the following:

MAKE AVAILABLE hard-to-find educational materials, such as research reports, literature reviews, curriculum guides, conference papers, projects or program reviews, and government reports.

ANNOUNCE these materials in *Resources in Education (RIE)*, a monthly journal containing abstracts of each item.

PUBLISH annotations of journal articles in *Current Index to Journals in Education (CIJE)*, a monthly guide to current educational periodicals.

PREPARE magnetic tapes (available by subscription) of the ERIC database (*RIE* and *CIJE*) for computer retrieval.

CREATE products that analyze and synthesize educational information.

PROVIDE a question-answering service.

Most of the educational material announced in *RIE* may be seen on microfiche in one of the more than 700 educational institutions (college and university libraries; local, state, and federal agencies; and not-for-profit organizations) that have complete ERIC collections. It can also be purchased from the ERIC Document Reproduction Service (EDRS) on microfiche, a 4" x 6" microfilm card containing up to 96 pages of text; or paper copy, a photographically reproduced copy.

Journal articles announced in *CIJE* are not available through ERIC, but can be obtained from a local library collection, from the publisher, or from University Microfilms International.

ERIC/RCS

Where would you go to find the following kinds of information?

Suggested activities and instructional materials to teach elementary school students listening skills.

Instruction in writing that focuses on the writing process.

A list of suggestions for parent involvement in reading instruction.

Your answer should include the **ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS).** Each year ERIC/RCS helps thousands of people find useful information related to education in reading, English, journalism, theater, speech and mass communications. While we cannot meet every educational information need, anyone with a strong interest in or involvement with teaching communication skills should look to ERIC/RCS as a valuable resource.

The ERIC/RCS Clearinghouse is now located at Indiana University, in Bloomington, Indiana.

Write or call ERIC/RCS for the following information:

- How to submit material for inclusion in the ERIC database.
- How to conduct manual or computer searches of the ERIC database.
- Where to get an ERIC computer search.
- Which organizations and institutions near you have ERIC microfiche collections.
- To obtain a list of ERIC/RCS publications.

ERIC/RCS PUBLICATIONS

These publications represent a low-cost way to build your own personal educational library and are an excellent addition to a school professional library. They are the results of the clearinghouse's efforts to analyze and synthesize the literature of education into research reviews, state-of-the-art studies, interpretive reports on topics of current interest, and booklets presenting research and theory plus related practical activities for the classroom teacher.

ERIC/RCS FAST BIBS (Focused Access to Selected Topics): abstracts or annotations from 20-30 sources in the ERIC database.

ERIC/RCS NEWSLETTERS concerning clearinghouse activities and publications, featuring noteworthy articles for communication skills educators.

ERIC DIGESTS with information and references on topics of current interest.

ERIC/RCS SERVICES

As part of its effort to provide the latest information on education research and practice, ERIC/RCS offers the following services:

- Question-answering, a major clearinghouse priority along with processing documents and producing publications.
- ERIC orientation workshops at local, regional, and national levels, at cost.
- Multiple copies of ERIC/RCS no-cost publications for workshop distribution.
- Clearinghouse-sponsored sessions at professional meetings on timely topics in reading and communication skills.
- Customized computer searches of the ERIC database. (The charge for this service is $30 for the first 50 citations.)

ERIC COMPONENTS

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, MI 48109-1259
(313) 764-9492

ERIC Clearinghouse on Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
(503) 346-5043

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
(217) 333-1386

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, N.W.
Suite 630
Washington, DC 20036-1183
(202) 296-2597

ERIC Clearinghouse on Information Resources
Syracuse University
Huntington Hall, Room 030
150 Marshall Street
Syracuse, NY 13244-2340
(315) 443-3640

ERIC Clearinghouse for Junior Colleges
University of California at Los Angeles
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564
(213) 825-3931

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037-0037
(202) 429-9551

ERIC Clearinghouse on Reading and Communication Skills
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

ERIC Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P. O. Box 1348
Charleston, WV 25325-1348
(800) 624-9120 (Outside WV)
(800) 344-6646 (In WV)

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Room 310
Columbus, OH 43212-1792
(614) 292-6717

ERIC Clearinghouse for Social Studies/Social Science Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
(812) 855-3838

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-2412
(202) 293-2450

ERIC Clearinghouse on Tests, Measurement, and Evaluation
American Institutes for Research (AIR)
Washington Research Center
3333 K Street., N.W.
Washington, DC 20007-3541
(202) 342-5060

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998
(212) 678-3433

ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard., Suite 400
Rockville, MD 20850-3238
(301) 258-5500

ERIC Document Reproduction Service (EDRS)
Cincinnati Bell Information Systems (CBIS) Federal
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
(800) 443-ERIC (3742)

ACCESS ERIC
Aspen Systems Corporation
1600 Research Boulevard
Rockville, MD 20850

ERIC/RCS

Computer Search Service

ERIC

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

WOULD YOU LIKE EASY ACCESS TO EDUCATIONAL INFORMATION?

If you are involved in graduate studies, developing and evaluating programs or curricula, designing a new course or revamping an old one, writing a report, or any of countless other projects in the areas of reading, English, journalism, speech, or drama, then you already know how important it is to locate and use the most relevant and current resources. And if you have not been using ERIC, you have been missing a lot, simply because *many resources in the ERIC database are not available anywhere else.*

These resources cover all areas of education, including research reports, case studies, bibliographies, surveys, government reports, curriculum guides, teaching guides, program descriptions and evaluations, instructional materials, course descriptions, speeches, and conference reports.

Currently about 700,000 document abstracts and journal article annotations make up the ERIC database, which grows at the rate of approximately 30,000 entries per year. In order to make these resources more accessible to you, the ERIC Clearinghouse on Reading and Communication Skills offers a computerized database search service.

WHAT IS THE DIFFERENCE BETWEEN A COMPUTER SEARCH AND A MANUAL SEARCH?

The computer is much faster and far more efficient. Some highly complex searches that a computer can do in minutes would be virtually impossible for a person to do using the ERIC indexes *Resources in Education* and *Current Index to Journals in Education*. The computer offers the opportunity to search under several index terms at the same time

HOW DOES A COMPUTER SEARCH WORK?

ERIC uses a coordinate indexing system, with each document indexed under as many as 12 index terms, or "descriptors." These descriptors identify the educational level and content areas of a document. A computer search involves combining the descriptors for the specific search question into a search statement, which is then entered into the computer. Those documents that meet the requirements of the search statement are retrieved.

WHAT DO I GET?

You receive a printout of ERIC references that include complete bibliographic citations, annotations of journal articles, and 150- to 250-word abstracts of documents on your topic.

WHAT DOES IT COST?

The minimum charge for a customized computer search is $30 for up to 50 journal citations and/or document abstracts, plus $.10 for each additional reference. This fee includes handling and mailing. You will be billed for the cost upon completion of the search.

HOW LONG DOES IT TAKE?

Generally, the time from our receipt of your request to your receipt of the printout is two weeks.

WHAT DO I HAVE TO DO?

No prior knowledge of computers or computer searching is necessary. A member of our staff can help you define your search question. Our knowledge of the ERIC database, especially in the areas of reading and the other English language arts, can be an important aid in developing a successful search.

If you would like our clearinghouse to run a computer search on a topic of your choice, fill out and return the attached order form. If your question needs further clarification, a member of our staff will call you before conducting the search.

COMPUTER SEARCH SERVICE ORDER FORM

Name _____

Position _____

Organization _____

Street _____

City _____ State _____

Zip _____ Phone _____

Purpose of search:

Education level _____

Format (circle one):

Research reports	Journal citations only
Practical applications	Document abstracts only
Both	Both

Known authority in field (if any) _____

Possible key words or phrases:

Restrictions: Year(s) _____

Monetary _____

Statement of search question:

ERIC/RCS

ERIC in Print

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

Searching ERIC in Print

ERIC (the Educational Resources Information Center) is an information resource designed to make educational literature easily accessible through two monthly bibliographic publications: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. By following the steps below, individuals can quickly locate literature for their specific educational information needs.

1. **Phrase Your Question as Precisely as Possible.** Then list the key concepts of that question in as few words or phrases as possible.
2. **See If Your Indexing Terms Are Listed in the *Thesaurus of ERIC Descriptors*.** If they are listed, look for other descriptors that come close to matching your terms. To help you in this procedure most descriptors are listed with a display of cross-references to other descriptors, including narrower terms (NT); broader terms (BT); and related terms (RT) within the same area of classification.
3. **Go to the Subject Index Sections of the Monthly, Seminannual, or Annual Issues of *RIE*.** Read the titles listed under the descriptors you have chosen and note the six-digit ED (ERIC Document) numbers for those documents that seem appropriate for your information needs.
4. **Locate and Read the Abstracts of These Documents in the Main Entry Sections of the Monthly *RIEs*.** Main entries are listed consecutively by ED number.
5. **To Find the Complete Text of the Document, First Examine the Abstract to See If It Has an EDRS Price.** If it does, the document is available both in ERIC microfiche collections (which are owned by over 700 libraries nationwide) and through the ERIC Document Reproduction Service (EDRS) in Virginia. EDRS ordering information is given in the back of every RIE. If the document is not available through EDRS, it is due to copyright restrictions placed on the document by its author or publisher. In these cases, ordering information will be given in the document abstract in a note labeled "available from."
6. **If You Have Trouble With Your Search** (e.g., the documents are not exactly what you want or you find no documents), return to steps one and two, checking your search terms. You also may want to ask your librarian for assistance in identifying descriptors.

If you want to expand your search to include journal articles, use *CIJE* in addition to *RIE*. Remember, however, that copies of journal articles are not available from EDRS. If you want to read the complete article, you must obtain the journal from a local library, the publisher, or University Microfilms International.

A. A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

B. The teacher checks that term in the *ERIC Thesaurus* at a nearby university library and finds it listed.

C. Selecting one of the library's volumes of *RIE*, in this case the January-June 1988 semiannual index, *the teacher finds the following documents in the subject index:*

Writing Readiness

Children's Names: Landmarks for Literacy?
ED 290 171
Integrating Reading and Writing Instruction at the Primary level. **ED 286 158**
Sister and Brother Writing Interplay.
ED 285 176
Writing Begins at Home: Preparing Children for Writing before They Go to School.
ED 285 207

D. **ED 285 207** Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of *RIE "January 1988" in the document resume section:*

ED 285 207 **CS 210 790**

Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
Report No._ISBN-0-435-08452-6
Pub Date_87
Note_64p.
Available from_Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type_Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.
Descriptors_Case Studies, Family Environment, Language Acquisition, *Parent Child Relationship, Parent Participation, Parent Role, *Preschool Children, Preschool Education, Psychomotor Skills, Reading Writing Relationship, Writing Exercises, *Writing Readiness, *Written Language
Identifiers_*Childrens Writing, *Emergent Literacy, Writing Attitudes

Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.) (NKA)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other *RIE* documents to review from other volumes of the *RIE* index, or check *CIJE* for journal articles on writing readiness.

KEYS TO USING ERIC

Thesaurus of ERIC Descriptors

The *ERIC Thesaurus* is the key to a search of the ERIC database, with approximately 10,000 terms and cross-references in the fields of education. Scope notes serve as definitions for most descriptors. Each document in the ERIC system is assigned several descriptors from the *Thesaurus* that indicate the essential content of the document. Once you have familiarized yourself with ERIC's descriptors and the *Thesaurus*, you have put thousands of pages of educational materials at your fingertips.

Resources in Education (RIE)

This publication prints the abstracts of documents processed and indexed for the ERIC system. About 1000 abstracts from ERIC Clearinghouses appear each month, arranged by ED number in the main entry section of *RIE*. In addition to the main entry section, each volume of *RIE* contains three indexes. Document titles are listed by subject (descriptor term), author, and institution. Unless otherwise noted, copies of documents abstracted in *RIE* are available from the ERIC Document Reproduction Service.

Current Index to Journals in Education (CIJE)

This ERIC publication directs you to educational articles from over 800 educational journals. Annotations describing over 1400 articles each month are arranged in the main entry section of *CIJE* according to EJ (ERIC Journal) number and are listed in subject, author, and journal indexes. Copies of journal articles annotated in *CIJE* are not available from the ERIC Document Reproduction Service but may be obtained from local library collections, from the publisher, or (in most cases) from University Microfilms International.

Semiannual and annual issues of *RIE* and *CIJE* consolidate the monthly subject, author, and institution indexes.

COMPUTER SEARCHES

Over 900 organizations across the nation, including the individual ERIC Clearinghouses, provide computerized searches of the ERIC database. The search strategy—selecting the key descriptors and scanning the documents under those subject headings—is the same as for manual searching. The differences are in time and cost. When you search by computer, you can combine several terms instantaneously for any or all issues of *RIE/CIJE*; in effect, you thumb through more than 200 issues of *RIE* at once. Costs for these services vary; while some institutions offer computer searches at no cost to in-state educators, others may charge from $5 to $300, depending upon the complexity and depth of the search or the kind of feedback requested. Our Clearinghouse can assist you in developing computer search strategy, and can provide information about computer search facilities near you. No prior knowledge of computers or computer searching is necessary.

CUSTOMIZED SEARCHES AVAILABLE

Customized computer searches of the ERIC database will be performed for you by the ERIC/RCS Clearinghouse, if you wish. The charge for this service is $30 for the first 50 citations. If your search problem does not fall within the scope of ERIC/RCS, we will refer your question to one of the other Clearinghouses in the ERIC System, or help you contact the appropriate Clearinghouse directly.

ERIC/RCS

Submitting Material

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

WHY NOT SEND YOUR MATERIAL TO ERIC/RCS?

The ERIC system is always looking for high-quality educational documents to announce in *Resources in Education (RIE)*, ERIC's monthly index of document abstracts. ERIC, Educational Resources Information Center, sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to make available hard-to-find educational materials (such as research reports, literature reviews, conference papers, curriculum guides, and other resource information). Through a network of clearinghouses, each of which focuses on a specific field in education, materials are acquired, evaluated, cataloged, indexed, abstracted, and announced in *RIE*.

The Clearinghouse on Reading and Communication Skills is responsible for educational materials and information related to research, instruction, and personnel preparation in such areas as English language arts, reading, composition, literature, journalism, speech communication, theater and drama, and the mass media.

ERIC relieves you of the need to maintain copies of your materials for distribution to people or organizations requesting them, since documents can be ordered individually in both microfiche and paper copy formats from the ERIC Document Reproduction Service (EDRS) in Springfield, Virginia.

Dissemination through ERIC provides a wide audience for your materials since there are more than 700 ERIC microfiche collections throughout the world. In addition, your material can be retrieved at the more than 450 locations that provide computer searches of the ERIC database.

Because your documents are permanently indexed in *RIE* and on computer tape, ERIC serves an archival function as well as keeping users informed of current theories and practices.

We depend on our network of volunteer contributors to accomplish our goal of making information readily available to the educational community and to the general public.

HOW TO SUBMIT YOUR MATERIAL

Please follow the guidelines listed below for preparation of documents. Send two clean, dark-print copies, at least six pages in length, either in original or photocopied form to **Coordinator of Documents, ERIC/RCS, 2805 East Tenth Street, Smith Research Center, Suite 150, Bloomington, Indiana 47408-2698.**

Document Preparation. The following guidelines are designed to ensure that documents will be legible on microfiche and that readable copies will be available to ERIC users:

- Standard 8 1/2" x 11" white or light-tinted paper is preferred.
- Double-spaced pages printed on a laser printer or typed on a standard typewriter (pica or elite) photograph best. Dark-print dot-matrix computer printouts are acceptable.
- Letters and line drawings must be unbroken and as black as possible. Very small or finely drawn letters, as well as photographs and edited copy, will not reproduce well.
- Purple dittos and most colored pages will not photograph clearly.

WHAT HAPPENS NEXT...

To ensure its usefulness to the educational community, each document submitted is evaluated for quality and significance by one of approximately 200 specialists from various universities and the following professional organizations:

International Reading Association; Western College Reading Association; College Reading Association; National Reading Conference; North Central Reading Association; National Council of Teachers of English; Conference on College Composition and

Communication; Association for Education in Journalism and Mass Communication; Journalism Education Association; and Speech Communication Association.

If your document is approved by the reviewers, it will be indexed and an abstract of it will appear in *RIE* in approximately three to four months. At the time of issue you will be sent a complimentary microfiche of your material.

If you would like to know the disposition of your document please include a stamped, self-addressed envelope.

The inclusion of your document in the ERIC database in no way affects your copyright or your right to submit it for publication elsewhere. Your document will not be edited but will appear in its entirety.

BOOKS FROM ERIC/RCS FOR TEACHERS OF SPECIAL STUDENTS

How do you meet the challenge when they mainstream LD, ESL, and other special students into your classroom?

A teacher with fresh ideas, solid lesson plans, and high energy, has got the right stuff.

Here are two books that give you the right stuff to meet the needs of your *special students*.

Working with Special Students in English/Language Arts, by Sharon Sorenson, lays out in clear and specific detail methods that work with mainstreamed learning-disabled students and students for whom English is a second language.

- how to organize your classroom to include *special students*
- how to use computers with LD and ESL students
- how to adapt your instruction to their needs
- how to organize your instructional media
- how to evaluate *special students*
- reading and writing for *special students*

Working with Special Students in English/Language Arts is a set of precision instruments for working on a delicate problem. The more than 30 lesson plans include these:

"Whole Language and ESL Instruction"

"Outlining for Mainstreamed Students"

"Guidelines for Bilingual Education"

"Teaching Punctuation to Special Students"

Sorenson's *Working with Special Students in English/Language Arts* relieves the new teacher's anxiety over meeting mainstreamed students for the first time, and supplies experienced teachers of *special students* with an extensive collection of new ideas and workable lesson plans.

Remedial Reading for Elementary School Students, by Carolyn Smith McGowen, will make you the teacher whom a grateful child remembers forever as the one who made the difference.

Individual lesson plans in *Remedial Reading for Elementary School Students* enable you to teach those students whose "frame of mind" does not make them natural readers.

- For the *visual* child who learns to read by looking at pictures, use "Critical Reading: Drawing Pictures from Directions."
- For the *spatial* child whose natural acting talent can help teach reading skills, use "Reading Motivation: Dramatizing Stories with Puppets"
- For the *intrapersonal* child holding perpetual conversation with him- or herself, use "Story Structure: Use Your Imagination"
- For the *logical* child whose mind likes puzzles, use "Spelling: Word Scramble"
- For the *interpersonal* child who is a people person, use "Cooperative Team Reading"

Remedial Reading for Elementary School Students is full of bright ideas for lively reading classes.

- Play games to teach reading
- Build comprehension ability
- Sharpen reading skills
- Discover critical thinking
- Share the joy of literature

Both *Remedial Reading for Elementary School Students* and *Working with Special Students in English/ Language Arts* are **TRIED** volumes.

TRIED—**T**eaching **R**esources **I**n the **E**RIC **D**atabase—volumes contain a series of lesson plans specially selected from among the nearly one million entries in the ERIC database, and expertly redesigned for effective teaching and learning. One good way to manage the information explosion, a **TRIED** volume saves you time, keeps you professionally up-to-speed, and puts a staff of experts at your disposal.

TRIED lessons are organized for ease of application:

- brief description
- objectives
- materials needed
- procedures
- source reference in the ERIC database
- supplementary comments
- results/benefits
- space for your own notes and comments

Each **TRIED** volume contains an activities chart covering all the lessons, and an annotated bibliography from the ERIC database providing further resources.

TRIED volumes are $12.95 each.

Reading Specialists and Directors of Reading Programs, please take note! A special price is available on quantity orders. For a complete list of titles in the **TRIED** series, either use the order form or call ERIC/RCS User Services at 812/855-5847.

ANOTHER **TRIED** FOR TEACHERS OF SPECIAL STUDENTS

Reading Strategies for the Primary Grades, by Kim & Claudia Kätz

Kim and Claudia Kätz are a Chapter 1 director and a Chapter 1 teacher. While their book was not written primarily with "special students especially in mind, they are experienced teachers of beginning readers who need extra help to get started. You will find their book of reading strategies—another in ERIC's *TRIED* series—full of ideas that you can use with your *special* readers and writers

The Kätzes' book enables teachers to accomplish a prime goal of elementary school: making certain of basic literacy. A storehouse of clever ideas—using rhymes, pictures, and students' experiences to begin reading and writing & to build vocabulary and comprehension; story, poem, and semantic mapping; family stories, response logs, oral reading, Whole Language, and much more.

PEER TUTORING WORKS ESPECIALLY WITH *SPECIAL* STUDENTS.

Peer Teaching and Collaborative Learning in the Language Arts, by **Elizabeth McAllister**, will come as a great relief to many teachers. **McAllister** puts together two strategies, peer teaching and collaborative learning, in a novel way that holds the promise of success for any classroom. Much of the research scholarship on peer teaching and collaborative learning upon which **McAllister** has drawn was developed in "Special Ed." contexts for students with a variety of learning handicaps.

McAllister starts off by telling a story about "a friend of mine"—a school teacher who had just concluded a "frustrating year with 28 first-graders who had a wide range of abilities with few available sources and no teacher's aides." **McAllister's** friend (one begins to suspect that it is **McAllister** herself) used summer vacation to immerse herself in a summer of study in her field. By reading the research, she discovered that "children, even very young children, can think, can study and learn, without the droning mediocrity of round-robin reading."

Emboldened by radical discovery, this "brave woman," gratified by her principal's enthusiastic support, reorganized her physical classroom away from "the old rows of desks, and gone with them was the mindset of sameness." When the kids came back in September, they found that "as the room was restructured, so also was the curriculum." This formerly frustrated teacher had, through a one-woman peer-tutoring revolution, set herself free from the ho-hum of the traditional classroom.

In six different scenarios, **McAllister** details with narrative vividness how to set up classes at different age and grade levels so that the students can teach and tutor one another. Older students can tutor younger ones, more advanced students can teach the less accomplished, and equals can help each other. Peer tutoring works well in a single classroom or throughout the whole department or school. With the help of half the class helping the other half learn, the teacher is free to work on the problems that are too big for the kids themselves to solve.

McAllister defines peer teaching/peer tutoring, gives a brief history of the method, and ties this together with a discussion of the theory and economics of cooperative learning. She describes four ways of organizing a peer program, and she offers suggestions on how to train the tutors and design tutoring lessons. Further, she explains how to evaluate the effects of a program in cooperative learning. **McAllister** reviews the research on peer tutoring, both past and in-progress, and supplies a bibliography, including some of the books and articles that, no doubt, her "friend" read that revolutionary summer.

McAllister's book comes equipped with sample evaluation and accomplishment forms, and is delightfully illustrated with an "Indiana Jones" map of peer-tutorial progress (photocopiable for student use). Adventurers in collaborative learning make progress over the "Foothills of Effort" through the "Forest of Imagination" under the "Caves of Curiosity" right on up to the "Gateway to Enlightenment," behind which stands the "Castle of Knowledge," its banners flying.

Roger Farr, Director of the Center for Reading and Language Studies at Indiana University, praises **McAllister's** combination of cooperative learning with peer instruction because she both "tells how to do things" and "explains the principles behind the practices." He also comments that her summation of the method reflects what "researchers and teachers have shown to be successful over and over."

$12.95; copublished by ERIC/RCS and the Center for Reading and Language Studies, Indiana University at Bloomington

Order Form

ship to:

name _____

address _____

_____

city/state/zip _____ phone ( ) _____

Item No.	Qty.	Abbreviated Title	Price	Total Cost
T01		*Writing across the Social Studies Curriculum*	$12.95	
T02		*Teaching the Novel*	$12.95	
T03		*Critical Thinking, Reading, and Writing*	$12.95	
T04		*Writing Exercises for High School Students*	$12.95	
T05		*Remedial Reading for Elementary School Students*	$12.95	
T06		*Computers in English/Language Arts*	$12.95	
T07		*Language Arts for Gifted Middle School Students*	$12.95	
T08		*Reading Strategies for the Primary Grades*	$12.95	
T09		*A High School Student's Bill of Rights*	$12.95	
T10		*Working w/ Special Students in English/Language Arts*	$12.95	
G08		*101 Ideas to Help Your Child Learn to Read and Write*	$ 6.50	
G13		*Peer Teaching...*	$12.95	
G22		*Alternative Assessment...*	$19.95	
P01		*You Can Encourage Your High School Student to Read*	$ 1.75	
P02		*Helping Your Child Become a Reader*	$ 1.75	
P03		*Beginning Literacy and Your Child*	$ 1.75	
P04		*How Can I Prepare My Young Child for Reading?*	$ 1.75	
P05		*Creating Readers and Writers*	$ 1.75	
P06		*You Can Help Your Young Child with Writing*	$ 1.75	
P07		*Your Child's Vision Is Important*	$ 1.75	
P08		*Encouraging Your Junior High Student to Read*	$ 1.75	
C01		1yr. subscription to *Parents and Children Together*	$75.00	
			Subtotal	
Minimum order $5.00			Plus Postage and Handling	
			TOTAL Purchase	

method of payment:

❑ check ❑ money order ❑ P. O. # _____ ❑ MasterCard ❑ VISA

cardholder _____ card no. _____ expiration date _____

Make checks payable to ERIC/RCS.

Send order form to:
ERIC/RCS
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408-2698
Phone: (812) 855-5847
Fax: (812) 855-7901

Order Subtotal	Postage and Handling
$5.00 - $10.00	$2.00
$10.01 - $25.00	$3.00
$25.01 - $50.00	$4.00
$50.01 - $75.00	$5.00
$75.01 - $100.00	$6.00
$100.01 - $125.00	$7.00
$125.01 - $150.00	$8.00
over $150.00	$9.00